

Semester II
C-14&15
Pedagogy of Political Science-II
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Unit- I

1. Curriculum Organization: - Principles of Curriculum construction:
2. Approaches of organizing curriculum in Political Science: Con centric, topical, Unit and Chronological approach.
3. Lesson plan: need importance and steps of writing it in teaching of Political Science.

Unit- II

4. Political Science Text Books: Need, importance and Qualities.
5. Need and equipment of Political Science Room.
6. Supplementary material: Magazines. Journals News papers, reference books, Internet and Social Media with reference to Political development.

Unit- III

7. Difference between approaches, strategies and methods.
8. Methods of Teaching of Political Science- Lecture, Problem solving Project method.
9. Concept of Formative and summative evaluation in teaching of Political science

Unit- IV

1. Structure of UNO
2. Steps in Electoral Process

UNIT – I

MEANING NATURE SCOPE AND IMPORTANCE OF TEACHING OF POLITICAL SCIENCE AS A SUBJECT

1.1 INTRODUCTION

Two words politics + science – A system of organizing and knowledge about a particular subject especially one concerned with aspects of human behaviour society for e.g. Political Science.

1.2 OBJECTIVES

After going through this unit you will be able to:-

- Explain the meaning of political science in the light of some standard definitions.
- Classification of political science.
- Nature of political science.
- Describe the scope of political science in terms of role of the state, functions of govt. and its relationship with citizens.
- Explain the need and importance of political science.

1.3 MEANING OF POLITICAL SCIENCE

The word political science derived from the latin word '**civis**' that means '**a citizen**'.

Another words '**civitas**' means city state. Both these words given birth to the social science known as '**Political Science**'. We define **Political Science** as a branch of knowledge. Which deals with diverse aspects of social life of a citizen. Aristotle wrote a book as it named Politics also called '**Bible of the Political Science**'.

Experts view

According to Dr. E.M. White

"Political Science is that more or less useful branch of human knowledge, which deals with every thing (social, intellectual, economical, political and even religious aspects). Pertaining to citizenship, past, present and future, local, national, international and human."

According to Dr. Bern

"Political Science is that branch of human knowledge, which deals with rights and duties of man living as a members of a group of people politically organized."

1.3.1 Traditional view

Definitions of Political Science

According to J.W. Garner: "Political Science begins and ends with the state."

According to S. Leacock: "Political science deals with the government."

According to R.N. Gilchrist: "Political science deals with the general problems of state and the government."

1.3.2 Modern view

It's an process which is based on political activities of state, government and people. Some exponents of this view are Easton, Robert A. Dahl, Lasswell, Butler A.R. Bali.

David Easton

"Political science is the study of the authoritative allocation of values."

Robert A. Dahl

“Political analysis deals with power, rule or authority.”

Lasswell

“The study of politics is the study of influence and the influential.”

To conclude all these views we can say that political science is that science which deals with principle and behavioural aspect of state, government, people, power authority influence and actual political activities of people.

1.4 CLASSIFICATION OF POLITICAL SCIENCE

IPSA The international political science association formed in 1948 under the auspices of UNESCO, suggested that the subject should be divided into the following four fields with their sub-divisions.

1.4.1 Political theory

- (i) Political theory
- (ii) History of political ideas

1.4.2 Political Institutions

- (i) The constitution
- (ii) National Govt.
- (iii) Regional and local Govt.
- (iv) Public Administration
- (v) Economic and social functions of Govt.
- (vi) Comparative political institutions

1.4.3 Parties, groups and public opinion

- (i) Political parties
- (ii) Groups and associations

- (iii) Participation of the citizens in the Govt. and the administration
- (iv) Public opinion

1.4.4 International Relations

- (i) International politics
- (ii) International organization and administration
- (iii) International law

1.5 NATURE OF POLITICAL SCIENCE

1.5.1 Political Science as a Science

According to Hobbas, Bodin, Garner, Gattel. They thought that it's a science because:-

- (i) **Fixation of General Principles:** Political science studying the special incidents in special situations so that it fix the general principles for e.g. francis scholar montesque tried to use experiment method by fixing his principle of separation of powers.
- (ii) **Experimentation and observation:** Society is lab, history is equipments, for e.g. to check the voting behaviour of people and political participation.
- (iii) **Pre-assumption possible:** In political science pre-assumption is possible because political science main subject is human and its institution, views of human being are not stable, but inspite of that pre assumption is possible in politics, because in elections which makes Govt. that prediction is always successful.
- (iv) **Knowledge can be systematized:** In this knowledge is systematized Political Science present in systematized way for e.g. to run govt. successfully legislature, executive, judiciary are three main element and

four elements so far state sovereignty, population, Govt. place without them state is not happened.

- (v) **Research possible:** Comparison between American democratic government and Indian democratic government.

1.5.2 Political Science is not a Science

- (i) **Lack of Specific Principles:** for e.g. Work of executive, legislation and judiciary are different in each and every nation.
- (ii) **Experiment not possible:** Experiments can be tried in Physics over and over again till a conclusive. Results is reached, but that which we can experiment in Politics can never repeated." Because views of people are different for e.g. Anti incumbency.
- (iii) **Prediction not possible:** Some scholars says that prediction is not possible in political science because Human is unpredictable again views are not stable.
- (iv) **Lack of uniformity in views:** for e.g. China's communist Govt. is liked by some scholars on the other hand some scholar's try to find out weakness in it.
- (v) **Impartial Research is not possible:** Different scholars tried to give different views on different problems so confrontations are happened for e.g. Indian Parliament Govt. related research.
- (vi) **Difference interminology:** In natural science to do experiment there's a need of Lab in it but in Pol. Science there is no to do experiments but study at library and institution are done by scholars to fix principles.

1.6 CONCLUSION/LET SUM UP

To conclude all these views we can say that Political Science is not stable neither clarified its basically related to impractical behaviour individual views, that's why it's not clear and stable. At the end we would say that Political Science is not a science it's a social cause it deals with man, Govt., power, authority etc.

1.7 SCOPE OF POLITICAL SCIENCE

- We can summarize the scope of Political Sciences under.
- It serves the common interest of the society.
- It deals with the study of man as an individual as well as in totality of his social relations.
- It is a process to bring about changes in society. It is only a means and not an end.
- It is a dimension of social process.
- It cannot be studied and understood scientifically without relating it with economic, legal, social, moral cultural and ideological structures.
- It is required for resolving the conflict of many interests, maintain unity, cooperation and order in society.
- Study of the state: it includes study of past, present and future.
- Study of the government: for e.g. parliamentary government, unitary government, aristocratic, democratic.
- Study of the power
- Study of the international relations and organization.
- Study of political ideologies and group.
- Study of human behaviour.
- Study of political parties.
- Study of non-political factors.
- Study of values.
- Comparative study.

1.8 Need & Importance of Political Science

- Knowledge about constitution: for e.g. it has 395 articles and its written one Englands. It's totally based on conventions. Constitution is not written
- Knowledge about state.
- Knowledge about government.
- Knowledge about various forms of government.
- For the success of the democracy.
- For the development of scientific out-look.
- For community participation.
- Knowledge of rights and duties.
- Political training.
- Understanding the problems and challenges of the country.
- For the formation of healthy political parties.
- For creating social support and civil virtue.
- For efficiency in government.
- Knowledge about political terms.
- For political consciousness, law, patriotism and nationalism, international affairs.

Let us sum up

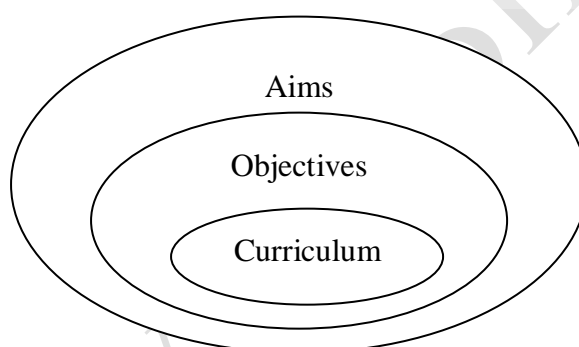
To sum up all these views we can say that the scope of political science serves the common interest of the society. It deals with the study of man as an individual as well as in totality of his social relations on the other hand. Need and importance of political science is that it gives us knowledge about constitution state govt.

1.10 Check your progress

1. Meaning of Political Science
2. Modern views of Political science.
3. Need of political science

2.1 Introduction

There is no education system without aims because aims provide guidelines. A teacher without aims will be like a sailor who does not know his destination. Aims are conscious purposes which should be kept in mind, while doing any activity. The aims values when they are achieved. Values are end product of aims. Aims are general and objectives are particular. Aims are broader and comprehensive and objectives are a part of aims. Syllabus or curriculum is framed keeping in view the objectives. It can be clearly understood with the help of following diagram.



2.2 OBJECTIVES

- 1) To provide knowledge about aims and objectives of political science
- 2) To give knowledge about govt.
- 3) To give knowledge about democracy.
- 4) To give citizenship education.

2.3 AIMS AND OBJECTIVES OF TEACHING OF POLITICAL SCIENCE

- To admiring cultural aspects of other countries.
- To developing skills regarding to people of other countries.
- To learn and recall knowledge about other countries.
- To inquire about problems relating to other countries.
- To promote international understanding.

- To give education about ideal citizenship.
- To help them for the development of Political character.
- To develop national character and patriotism.
- To give education for democracy.
- To give citizenship education.
- To provide general knowledge of the various problems of individual and social life.
- To give education about socialization man cannot fulfill his responsibilities as a citizen in the absence of socialization. For e.g. mutual co-operation, friendship, social service, sacrifice sympathy.
- To provide them total development: All round harmonious development for e.g. physical moral social.
- To help them in fulfillment of political responsibility. For e.g. in an election, it is the duty of every adult man and woman to elect the best possible candidate to represent the electorate, so that the country may get the best leaders.
- To help students in the creation of political consciousness and social efficiency:-

Students should be well aware of the political and social problems of the country. They should try to take active part in them. The future of the country depends on the students of today.

Social efficiency requires that the young man should have the qualities of sympathy, co-operation, patriotism, etc.

- To acquired knowledge about consciousness of right sand duties.
- To develop mental powers.
- To scientific outlook in the students.
- To develop cosmopolitan outlook for e.g. co-existence, live and let live.

2.3.1 View of Adam Wesley

- To give knowledge about government: It aim at making student capable of understanding the needs and requirements of the govt. structure.
- To given knowledge about political parties: It should aim at acquainting students with the activities and formation of the political parties.
- To give knowledge about Human welfare: aim at strengthening the feeling of human-welfare, world peace public good, etc. in the students.
- To give knowledge about Democratic traits: Spirit of co-operation, sympathy, love etc. should be develop din one students. These qualities will enable them to discharge their obligations, as citizens, successfully.

Aims according to Secondary Education Commission 1952-53 and Kothari Commission (1964-1968)

Aims according to Secondary Education Commission 1952-53:-

- Development of democratic citizenship among students.
- Clear thinking.
- Clearness in speech and writing.
- Art of living with the society.
- Sense of true patriotism.

Aims according to Kothari Commission 1964-66:-

I. Education and production

- Science education
- Work experience
- Vocationalisation

II. Education and social and national integration

- Common school system
- Social and national service

- Development of languages
- Promoting the national consciousness

III. Education and modernization

- Use of technology
- High thinking
- Education standard
- Development of good habits

IV. Social moral and spiritual value

- Value education
- Special method for primary school
- Technique for secondary schools
- Comparative method for universities

V. Education and strengthening the democracy

- Free and compulsory education
- Training for leadership

Equal opportunity

Definition of Aims and Objectives

According to John Dewey: "An aim is a foreseen end that gives direction to an activity or Motivates behaviour."

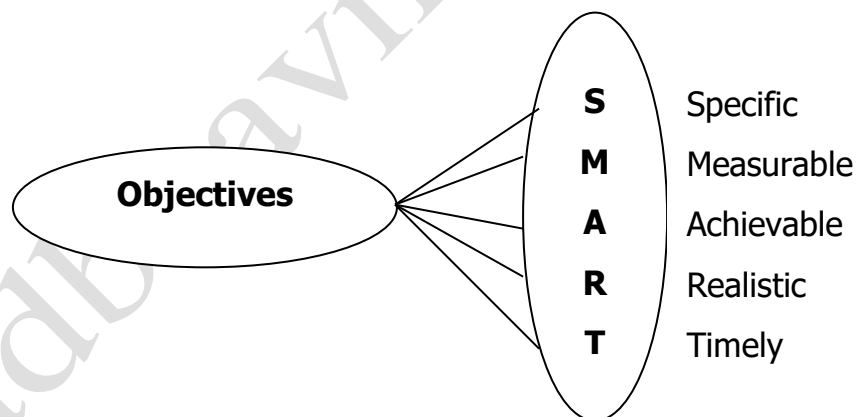
According to NCERT's view: "An objective is a point or an end view of something towards which action is a direct plan for change sought through any activity what we set out to do."

According to C.V. Good's view: "Objective is a standard or goal to be achieved by the pupil when the work in the school activity is completed or it is a

desired change in the behaviour of a pupil, a result of experience directed by the schools.”

2.4 DIFFERENCE BETWEEN AIMS & OBJECTIVES

Aims	Objectives
Aims are what you want to achieve.	Objectives are what you will do to achieve them.
Aims would be overall thing you want to eventually achieve. For e.g. My aim is to become a millionaire	Objectives are specific tasks. For e.g. My objective is to sell this stock.
Not clear	Clear
Non-strategical	Strategical
Difficult to achieve	Easy to achieve
Comprehensive	Not comprehensive
It's like a statement	It's specific



No time limit. There is a time limit in objective.

2.5 LET US SUM UP

We can summarize all these views by saying that by studying aims and objectives of political science is to develop skills regarding to people of other countries. To give education for democracy, to give citizenship education, to give knowledge about consciousness of right and duties and to develop conspropolitan outlook for e.g. co-existence, line and let line.

2.6 CHECK YOUR PROGRESS

1. Throw light on the aims / objectives of teaching of Political Science.
2. Difference between aims and objectives.
3. Write aims according to Sec. Edu. Comm. 1952-53.

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UNIT – 3

RELATION OF TEACHING OF POLITICAL SCIENCE WITH OTHER SCHOOL SUBJECTS

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 What is Co-relation
- 3.4 Kinds of Co-relation
- 3.5 Correlation of the Teaching of Political Science with other subjects.
 - 3.5.1 Relation of Political Science with Sociology
 - 3.5.2 Relation of Political Science with Psychology
 - 3.5.3 Relation of Political Science with History
 - 3.5.4 Relation of Political Science with Economics
 - 3.5.5 Relation of Political Science with Philosophy
- 3.6 Let us sum up
- 3.7 Check your Progress

UNIT – 3

RELATION OF TEACHING OF POLITICAL SCIENCE WITH OTHER SCHOOL SUBJECTS

3.1 INTRODUCTION

“No subject is ever well understood and no art is intelligently practiced, if the light which the other studies are able to throw upon it is deliberately shut out.” Education is a co-ordinated process. Teaching of various subjects is correlated. **Herbert** first conceived the idea of correlating the teaching of various subjects. Later on **Zillar** made this theory of correlation more elaborate. Then **de Garmo** and **John Dewey** laid stress on the integration in the teaching of various subjects. Today correlating the teaching of political science is considered essential.

3.2 OBJECTIVES

After going through this unit you will be able to

1. To give knowledge about relation to
2. What is co-relation
3. Kind of co-relation
4. Relationship in detail with other subjects

Definition of Co-relation

View of H.C. Bernard

“Correlation tries to make the various school subjects relate to one another as far as possible.”

3.3 WHAT IS CO-RELATION?

A connection between two things in which one thing changes as the other does. For e.g. there is a direct correlation between **exposure to sun** and **skin cancer**.

3.4 KINDS OF CORRELATION

I. Vertical correlation

In vertical correlation an attempt is made to correlate the teaching of the various divisions of a subject. An attempt is also made the subject taught in the lower classes useful for the teaching of the same subject in the higher classes.

II. Horizontal correlation

In horizontal correlation an attempt is made to co-ordinate the teaching of various subjects. This is done by two methods casual and systematic.

III. Correlation with practical life

According to 'Herbert Spencer' the main aim of education is to prepare the students for future life. Therefore teaching of various subjects should be correlated with various aspects of life.

3.5 CORRELATION OF THE TEACHING OF POLITICAL SCIENCE WITH OTHER SUBJECTS

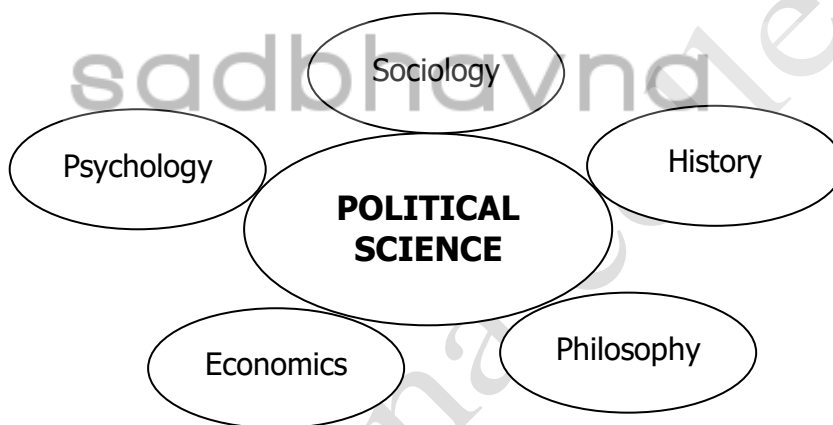
All the social sciences deal with the study of various aspects of human life and its diverse activities. In political science we are mainly concerned with the study of man's political behaviour in association with other men as member of a common society. Thus, there is more relation between political science and other social sciences.

According to Janet Paul in his observation

"Political science is closely related to political economy or the science of wealth, with law either natural or positive, which cover itself principally with the relations, of citizens one to another, with history which furnishes the facts of which has need, with philosophy and especially with morals which give to it a part of its principles."

While studying the correlation between political science with other subjects, following points may be kept in view:-

- These subjects, though, are interdependent yet they enjoy an independent status.
- Other social sciences take help from political science.
- Political science is indebted to other social sciences upto a particular extent.



3.5.1 Relation of Political Science with Sociology

Sociology deals with the study of several social relations of man. In this we mainly deal with the development of human as a social being. In it we also study the economic, religious, moral and political developments of society. That's why political science is nearly related to sociology.

According to Prof. Catlin

"Political science and sociology are inseparable and infact these are two sides of the same picture.

In this way they related to each other:-

- I. Contribution of Political Science towards Sociology:** It gives lots of knowledge about society for e.g.

- (i) **Knowledge about state:** Man is a social being and he cannot live without society. Society helps him in his development and state is a political institute of society, and state influence society after that sociology derives from political science knowledge of the facts regarding the organization of the activities of the state. In thus way political science gives important knowledge about state to sociology.
- (ii) **State influence the social life:** State is an important subject of political science. State is efficient to heighten the social aspect of man. Man can not separate himself from political process. In this way Political Science plays an important role in man's social life.
- (iii) **State regulate groups / organizations:** To develop society and to aware people many groups and organization were made. State plays an important part to made thus type of organization. State made lots of rules and regulations to control these activities. In thus way state put control an organization by special rules which present at the society.
- (iv) **Eradication of social evils through law:** State eradicates social evils through laws. For e.g. by strong efforts of Raja Ram Mohan Roy Sati Pratha was eradicated from the Indian society. And also after independence central Govt. passed out lots of arts like child labour, child marriage tried to eradicate social evils successfully.

II. Contribution of sociology towards Political Science

- (i) **State is the part of society:** State's an important part of society. Society is an older organization. State develops from society. That's why when we want to know about the states development we take help of political science.
- (ii) **Law is based on social customs:** In sociology we read about lots of customs and tradition. Laws is based upon these customs. State does not

work against these customs. In short customs helpline in making laws which is an important or integral part of Political Science.

(iii) Political organizations are influenced by society: Many types of Political organizations like Political parties, interest groups, pressure groups are found in society. These organizations are influenced by society. Society is the basis of many political parties. Many people in society influence those organizations by auctions, dharnas. That's why society plays an important part in the organization of political institutes.

Let us sum up

In the end we can say that political science deals man only as a citizen while sociology studies man as a social being. Teaching of sociology and political science is therefore related and thus correlation is rather natural and beneficial.

3.5.2 Relationship of Political Science with Psychology

According to Professor Garner

"Govt. to be stable and really popular must reflect and express the mental ideas and moral sentiments of those who are subject to its authority. In short it must be in harmony with 'Mental Consultation' of the race."

Graham Wallas and **W.H.R. Rivers** in their books, human nature in politics and psychology and politics emphasized the relationship of politics and psychology.

"Political Science is a science which studies the condition of the best possible social life."

- It's only one aspect of human life.
- It's most necessary to develop only one aspect of the life of an individual.

- An attempt should be made to develop the diverse aspects of human life. Various subjects deal with different aspects of human life.

Prof. White has remarked

“Political Science is essentially a subject of connections. It links all times and periods as parts of a long chain of achievements beaten out of civilizations, it connects, all subjects as parts of the life of the story of mankind.”

Thus it attempts to deal with various aspects of human life.

3.5.3 Relation of Political Science with History

John Seelay has observed

“History without political science has no fruit, political science without history has no root.”

The inter-dependence of two subjects is so great that they touch each other frequently.

I. Contribution of Political Science towards history

- (i) Base of history:** Political Science is the basis of history. Today whatever happen in politics tomorrow it will like a history. For e.g. Jawahar Lal Nehru, Maulana Abdul Kalan Ajad played an important role in Indians fight for freedom. Indian National Congress Party run many Andolanas for freedom to understand all these things we have to learn history. That's why history takes lots of material from political science.
- (ii) History is incomplete without political science:** Without Political Science history is incomplete because Political Science is an important part of history from Ancient Period. In ancient time history revolves around political incidents. Pol. thinkers always takes help of history to know the Pol. Structure. For e.g. to understand the causes and history of 1917

Russian Revolution firstly we have to understand the Political aspect related to Czar's Dictatorship. That's why history is incomplete without Political Science.

- (iii) **Political Revolutions make history:** Pol. revolutions make history. French Revol. 1789, Russian Revol. 1917, Chinese Revol. 1949 is an important examples of this. Politics played an important role behind each and every revolution related to whole world. For e.g. Glorious Revolution (1688) played an important role in end kings role in England.
- (iv) **Historical events influenced by politics:** For e.g. on behind French Revolution (1789) equality, liberalism and brotherhood are main cause. Russian Revolution (1917) is influenced by Marxism likewise Fascism and Nazism ideologies are the main cause of Second World War (1939-1945). So that's why whenever historian study these incidents he will have to go through these political ideologies.

II. Contribution of History towards Political Science

- (i) **History Provide Material for Political Science:** As we know that history is the story of mankind and his development. It tells us that how world emerged? How state established? What are motives behind his, on the second hand Political Science studied about state, govt. and human Pol. activities. That's why it takes lots of material from history. For e.g. to know Pol. structure of Indus Valley Civilization we have to understand history.
- (ii) **Basis of Political Institutions are in history:** Every Pol. institute, ideology or principle which indulge in Pol. Sci. has a historical background. Because ever present things has a history. For e.g. today state exists as an important institutions. It's history of development is also exists.

(iii) Explanation of changes in Politics: History defines changes in politics on his own basis. Which is based on national and world level. Historian defines changes in these Pol. situation historically and analyzed it. After that political thinker used these reports for further studies.

Let us sum up

In the end we can say that with the knowledge of history a student of Political Science can know the approach of the rulers in the past towards citizens. He can also know about the results of the attitude of the rulers. In the light of the knowledge acquired, the student of Political Science can utilize the present day situations and bring about a good social and civic order.

3.5.4 Relation of Political Science with Economics

Economics studies the management of scarce resources for the utilization of human needs and wants. In Political Science, it also studies the economic growth and development in areas of employment, income, budget and expenditures and the production of public goods and services.

Relevant Relationship of Political Science with Economics

- (a) The concept of economics growth and development to determine the employment rate, national income (GWP & GDP). Monetary and trade policies; and other economic tools for development.
- (b) The social and economic services such as the infrastructure developments like construction of farm to market roads, national roads, bridges and public buildings.
- (c) The economic policies of free trade economic investments tariffs. Economic zones and economic enterprises.

3.5.5 Relationship of Political Science with Philosophy

Philosophy focus on the study of logic, ethics, and morality. It has special interest in the areas of personal and collective value on wisdom, equality, freedom, justice and truth. These are the foundation of Political Science as completed by the study of state and Govt. The ideas of people empowerment, human rights enforce the democratic and authoritative role in the society. The wisdom and its role in governance transforms into what we call political philosophy. The politician philosophers of the age of enlightenment have shown united thought on the ideas of social contract, democratic rights, good governance and the political ideologies that set the new authoritative form of government in the past.

Relevant Relationships of Political Science with Philosophy

- (a) **The Ancient Political Philosophy:** The systematic political analysis of Socrates, Aristotle and Plato about justice, wisdom and the development of city. States that finally led the formation of Political Science as a discipline.
- (b) **The Political Philosophers and the Philosophical Advocacy of the ethical views of Government:** The Political Philosophy in the study of Govt. structure, ethics and the sovereign state just like the work of Niccolo Machiaveli on epistemological structure of Govt. Thomas Hobbas on Social Contract. Baruch Spinoza on the Political Authority and rational egoism; Confucius on Political ethics; John Locke the nature of sovereign authority of the citizen Baron de Montesgulev on the Presidential system and check and balance. Voltaire on the advocacy of civil liberties; Jean Jacques Rousseav on general will and ideal democracy and other Political Philosophers that shape the existence of the stable Govt. and State.

3.6 LET US SUM UP

To sum up all these views we can say that no subject is ever well in the light which the other studies are able to throw upon it is deliberately that out.”

3.7 CHECK YOUR PROGRESS

1. Meaning of Co-relation?
2. Contribution of Political Science towards Sociology?
3. Discuss the Relationship of Political Science with history?

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UNIT – 4 (PART-1)

PRINCIPLES OF CURRICULUM CONSTRUCTION AND CRITICAL STUDY OF EXISTING CURRICULUM OF TEACHING OF POLITICAL SCIENCE IN ANY SCHOOL CLASS

UNIT – 4 (PART-1)

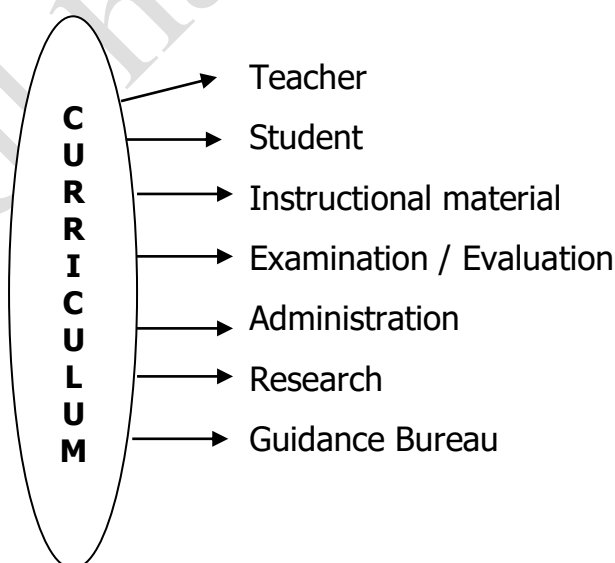
PRINCIPLES OF CURRICULUM CONSTRUCTION AND CRITICAL STUDY OF EXISTING CURRICULUM OF TEACHING OF POLITICAL SCIENCE IN ANY SCHOOL CLASS

4.1 INTRODUCTION

Curriculum plays an important role to achieve objectives of education. To achieve individual, social and national aims education plays an important role and another name of education is curriculum.

In education programme beside teacher and student, curriculum is also an integral part of education.

Motive of Curriculum:-



4.2 OBJECTIVES

After going through this unit you will able to:-

1. To give through knowledge about curriculum.
2. Detailed knowledge about principle of curriculum.
3. Need and importance of curriculum.

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4.3 MEANING AND DEFINITIONS OF CURRICULUM

The word '**curriculum**' is derived from the Latin word '**curreve**' or '**curre**' which implies to '**run**'. So curriculum is a course of path which one runs to reach a goal. Thus curriculum includes the subject-matter and all learning experiences arranged by the school for a particular subject. The requirements of life go on changing so is education, so we cannot go on with a static curriculum.

The content has to be selected according to the changing needs of the society in general and subject matter in particular on the other hand. It also makes clear to the teacher, the material that they have to teach to the students. It also gives the same facility to the examiner.

Definitions of Curriculum

According to Oxford Dictionary: "Curriculum is a group of courses and planned experiences which a student gets under the guidance of the school or college."

According to Ross: "Curriculum includes cognitive affective and cognitive activities. Cognitive activities include language, literature, arithmetic, science, geography and history. Affective activities include music, art and poetry. Cognitive activities include activities which satisfy the basic needs of food, clothes and shelter which may be called practical arts and capacities of work."

According to Cunnigham: "Curriculum is a tool in the hands of the artist (teacher) to mould his material (students) according to his ideals (aims/objectives) in his studio (school)."

View of Crow and Crow: "Curriculum includes all the learners' experiences, in or outside school that are included in a programme which has been devised to help him to develop mentally, physically, emotionally, socially, spiritually and morally."

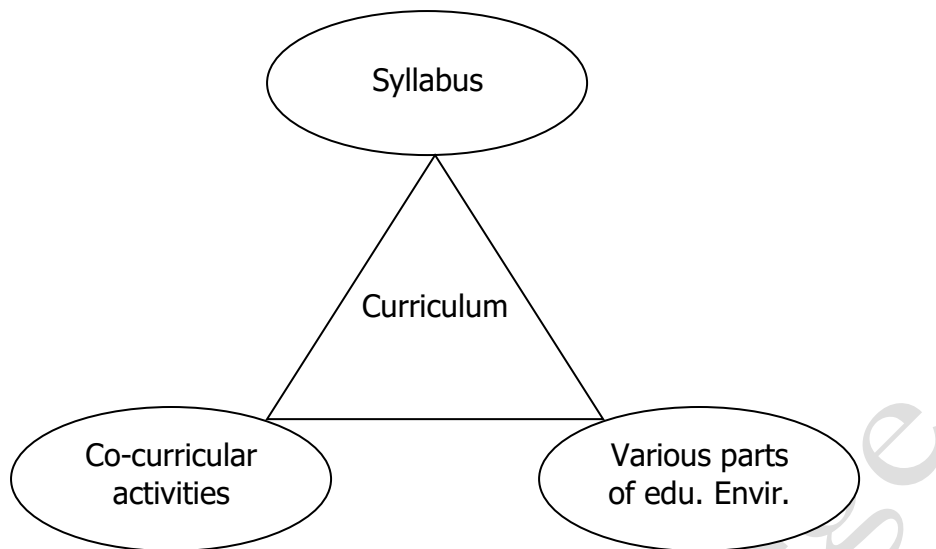
View of Rudyard: "Curriculum, in its broadest sense, includes the complete school environment involving all the course, activities, reading and associations furnished to the pupils in the school."

4.4 CHARACTERISTICS OF CURRICULUM

- Totality of experiences
- A means to an end
- Totality of activities
- Total school environment
- Development of balanced personality
- Process of living
- Dynamic
- Mirror of curricular and co-curricular trends
- Mirror of educational trends
- Mirror of philosophy of life
- Achievement of goals
- Wider area of skills, interests and attitudes
- Scope of observation, experimentation and independent work
- Far away from narrowness
- Life long process
- Emphasis on intellectual and conceptual theme.

Important Diagram of Curriculum

Curriculum = Syllabus + Co-curricular Activities + Various Parts of Educational Environment



4.5 NEED / IMPORTANCE / UTILITY OF POLITICAL CURRICULUM

1. **Achievement of the aims of education**
2. **Fixing Limits:** its helpful in fining and controlling the work of student and teacher.
3. **Criteria of Suitable Teachers:** It tells us that what type of teacher needed in schools? And what type of work should teacher does?
4. **Selection of suitable method:** It helps teacher to choose different types of method for teaching.
5. **Acquisition of Knowledge:** It helps student to achieve knowledge by different types of topics.
6. **Development of Citizenship:** By reading different type of topics related to national, international understanding.
7. **Development of Characters:** Through topic which is based on morality, mutual cooperation, co-ordination, sympathy etc.
8. **Selection of Needs:** For e.g. it helps to achieve vocational and psychological needs of man.

9. **Development of Democratic Values:** For e.g. equality, liberty, brotherhood fraternity, justice respect for life etc.
10. **Development of Personality:** For e.g. Harmonious development.
11. **Discoveries and inventions:** To motivate students for discover and inventions. For e.g. project related topics.
12. **Knowledge about different subjects:** For e.g. S.St., Science, Geography, History.
13. **Maximum use of local resources:** For e.g. to use community resources so that to know general problems.

4.6 **PRINCIPLES OF CURRICULUM CONSTRUCTION OR PREPARING / DESIGNING CURRICULUM FOR TEACHING OF POLITICAL SCIENCE OR SUGGESTIONS**

1. **Principle of Child Centeredness:** It should be according to child's skills, abilities, interests and development.
2. **Principle of Community Centeredness:** It is perfectly based on societies needs and problems and according to comm. environment.
3. **Principle of activity centeredness:** For e.g. project, creative, games, activities.
4. **Principle of Variety:** It should be comprehensive and based upon Political and cultural aspects, interests, habits etc.
5. **Principle of flexibility:** It should be based on the needs of children according to the changing situations of the society.
6. **Principle of Integration:** It should not be divided. Activities of students and teacher should be united and cum should be given as a whole unit.

- 7. Principle of totality of experience:** It should be based on those experiences which one gets from inside the like school, library, games and outside the class like neighbourhood parents etc.
- 8. Principle of Utility:** It means cum should be based on those subjects which are appropriate / useful for them for the development of their future life. For e.g. technical industrialistic, vocational courses.
- 9. Conservative Principle:** Its based on conservation of our cultural aspect for e.g. cultural subjects / courses.
- 10. Principle of creative training:** To motivate children creative thinking its relevant that curriculum should be based on creative subjects like art craft etc.
- 11. Principle for developing democratic values:** For e.g. equality, liberty, truth, justice, mutual co-operation etc.
- 12. Principle of harmony:** In Political Science curriculum formal, non-formal education, district indirect education, simple and special education, vocational and liberal education and individual and social aims of education should be harmonized.
- 13.** Principle of preparation of life.
- 14.** Forward looking / fore sightedness principles.
- 15.** Principle of correlation / functional relationship.
- 16.** Principle of loyalties.
- 17.** Principle of concentric growth. For e.g. known to unknown, concrete to abstract etc.
- 18.** Principle of national unity and world unity.
- 19.** Principle of studying current event.

4.7 CRITICAL STUDY OF EXISTING CURRICULUM OF POLITICAL SCIENCE AT SECONDARY STAGE OR DEFECTS

Problem of Subject Matter: Lack of good subject matter is a main problem, which is not systematic and organized.

Priority to Ideologies: It gives knowledge about ideologies and principles in which not maintenance given to local politics which results that students does not know about their political structure and local govt. they only read thoughts and ideologies again and again.

Lack of Practical knowledge: For e.g. lack of visits related to politics and given knowledge about principles.

Overloaded with terminology: For e.g. children / students does not understand technical words like facistism, nasism, liberalism, marnism, socialism, sovereignty.

Lack of basic knowledge: Stress upon principle and ideologies and no knowledge about basic politics.

Lack of references: Curriculum is made by State School Education Board which are the main cause of lack of references.

Narrow curriculum: Include only regional facts in Political Science curriculum which effects students badly and ruins national consciousness and unity.

No training for preparing good political leader: No training about politics for students it's only based on idealistic principles it doesn't provide consciousness to students about politics. It's not useful for nation.

Lack of Dynamism: It's monotonous based on repetition.

Lack of development of political attitude: Students only crammed Political Science they do not concentrate on content Smart's why it doesn't develop Political attitude among students.

Less use of teaching method: Only lecture method use to teach Political Science because its content is not based on different methodology. That's why criticism happens.

Far away from actual life: It is not based on reality cause stress is given upon ideologies and principles. For e.g. it doesn't given knowledge about negative and positive politics.

Unpsychological: Cause it is not based upon interest and abilities of students.

Impartial research is not possible: Views of different scholars and researchers didn't match with each other and it creates conflicts on different issues. That's why impartial research is not possible.

4.8 CRITICAL ANALYSIS OF POLITICAL SCIENCE CURRICULUM OR CONCLUSION / LET US SUM UP

Psychological Sound: It should be based upon known to unknown, easy to difficult.

Flexible: based upon abilities, interests, needs of the students.

Achievements of objectives: It should be broader so that education objectives easily achieved.

Related to community: Topics related to community should be there national, international relations etc.

- Well integrated.
- Self contained and light: primer, sec middle, etc.

- Broad based: related to his, geo, civics, eco.
- Promotion of national and international understanding.
- **Development of skills and attitudes:** They skilled to lessen their social problems and understand their needs and it also provide national, international attitude with the knowledge of topics like India and UNO, Inter-trade etc.

4.9 CHECK YOUR PROGRESS

1. What do you mean by the term curriculum throw light on its characteristics?
2. Discuss the need and importance of curriculum?
3. Write the critical analysis of political science curriculum?

UNIT – 4 (PART-2)

4.1.1 METHODS OF ORGANIZING MATERIAL, CONCENTRIC, TOPICAL UNIT AND CHRONOLOGICAL APP.

4.2.2 CONCENTRIC METHOD

4.2.2.1 Introduction

In concentric method efforts are made to finish the whole course in a single stage and to repeat it again and again in the next stages, the process being more detailed in the higher stages. To provide knowledge about fight for freedom this method is useful through thus example. For e.g.

- (i) Primary stage: learning through personalities.
- (ii) Middle stage: learning through events.
- (iii) High stage: learning through (find out cause effect) ideas.

4.2.2.2 Advantages of Concentric Approach

Psychologically Sound: Teacher think about the mental level of student in this approach. It's basically based upon interest, abilities and needs of students.

Based upon maxims of teaching: for e.g. known to unknown, simple to complex, concrete to abstract.

Arousal of interest: It provide interest among students towards Political Science.

Easy revision: Cause it helpful to learn and remind the content.

Simple path: It's a easy method.

Development of intellect: It broaden widens the mental level of student. It develops imagination, primary and logical power of students.

Basis for specialization: Children specialized in their content.

4.2.2.3 Limitations or Demerits of concentric approach

Lack of Novelty: No new material in this method provided to students it's based on repetition.

Repetition and boredom: When students learn whole course again and again they become bore and feel monotonous.

Lacking of understanding: It's not helpful to understand complex things.

No development of time and space sense:

No joy of discovery and adventure: Lack of novelty, research, geo. aspects etc.

No detail: about curriculum or contain.

Non availability of capable teachers: To follow thus procedure efficient teacher should be needed but non availability of teachers is a main dement of thus method.

4.2.2.4 Conclusion

To conclude all these views we can say that for some short comings this method is useful for such extend. Its psychologically sound and based upon maxims of teaching. It's based upon need, interest, abilities of students and it broaden their outlook.

4.3.3 TOPICAL METHOD

4.3.3.1 Introduction

Topical arrangement means that a topic should be finished completely at one stage. It takes topic as a unit. In this approach, the organization of content

matter is done on the basis of topics. It implies the revolving of contents of Political Science around a series of topics connected together.

4.3.3.2 Merits / Advantages of Topical Method

- 1. Psychologically Sound:** based upon interest abilities and needs of students.
- 2. Integrated knowledge:** "Topic as a whole."
- 3. Rational organization:** It is based upon simple to complex so that student can learn easily.
- 4. Concentration of attention:** Student pay attention towards topic because in this method topic present as a whole.
- 5. Arousal of interest and motivation**
- 6. Related to life:** based upon life and environment.
- 7. Link and sequence:** Daily routine systematization should be there.
- 8. Advantages of correlation**
- 9. Meaningful and purposeful teaching and learning:** It's specifically based upon maxims of teaching for e.g. known to unknown, simple to complex, easy to difficult which makes teaching and learning purposeful.

4.3.3.3 Limitations or Demerits of topical method

Difficult task: It's difficult to attempt this method because it's not possible to explain all aspects.

Not helpful in developing sense of time and space.

Development of wrong concepts: If teacher doesn't explain topic in briefly it develops wrong concepts among students.

Bookish and non-functional knowledge: For e.g. lack of research, adventure and project method.

Pre-supposes library facilities

Non-development of social stalls.

Non-availability of competent teachers.

Non availability of instructional material.

Lack of Revision: Which results lack of recognition of topics at the end of the school.

4.3.3.4 Conclusion/Let us sum up

At the end of we can say that if topic choose intelligently and on the basis of interest abilities and need of students thus method could be usefulness.

4.4.4 CHRONOLOGICAL APPROACH

4.4.4.1 Introduction

Chronological approach is used in teaching social studies, particularly history. It provides a chronological framework within which events and developments may be recorded. According to chronological approach the whole course of history is divided into certain marked stages called periods which have to be taught in chronological order.

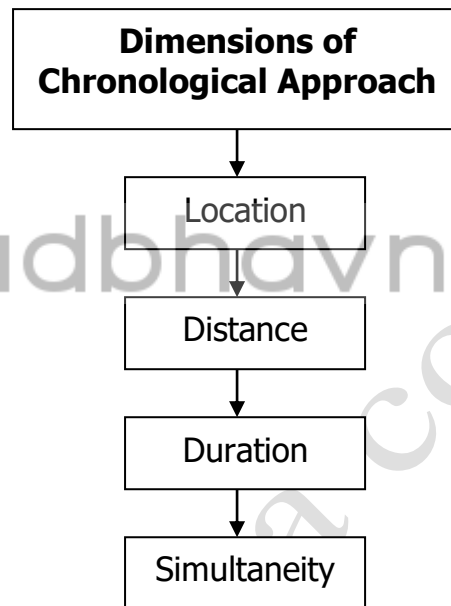
4.4.4.2 Dimensions of chronological approach

Location: To show incidents on time line and to show time and place also.

Distance: Distance between two incidents or two personalities or two times. For e.g. distance between two times show the social, eco., pol., cul. aspect of society.

Duration: It shows the duration of time in which ideologies, audolans, literature takes place. For e.g. historical incident related to Indias fight for freedom starts from 1857 and ends at 1947.

Simultaneity: It shows simultaneous development in between different nations and states.



4.4.4.3 Types of Concepts

General designations: for e.g. A long time ago, in early times, once upon a time, during the recent past, recently, for many years, before etc.

Proximate designations: For Buddha's time period, 1940's time period 1942 to 1947, around 1857.

Specific Dates: For e.g. 2 October 1869, 15 August 1947, 30th January 1948, 26 January 1950.

4.4.4.4 Merits of Chronological App.

- Logical
- Knowledge of time factor
- Chronological outlook

- Intensive study
- New subject matter
- Arousal of interest
- Knowledge of natural development
- Limitations of chronological app.
- No sense of purpose
- Unsuitable for childhood stage
- Difficulty in understanding
- Possibility of forgetting

4.4.4.5 Guidelines for teaching chronology

- Use of significant dates
- Understanding concepts of B.C. and A.D.
- Development of meaningful sense of chronology
- Use of time lines

4.5.5 UNIT APPROACH

Unit approach is based on the assumption that the learner reacts to the situation as a whole and not to parts in isolation.

4.5.5.1 Meaning of Unit

Dictionary of Education

“Unit is an organization of various activities, experiences and types of learning around a central theme, problem or purpose, developed co-operatively by a group of pupils under teacher’s leadership. It involves planning, execution of plan and evaluation of results.”

View of Hanna, Hageman and Potter: “A unit can be defined as a purposeful learning experience focused upon behaviour of the learner and enables him to adjust to a life situation more effectively.”

4.5.5.2 Characteristic of a Good Unit

- Purposeful
- Significant content
- Comprehensive
- Central problem
- Sizable topic
- Appropriately difficult
- Variety of materials
- Involvement of pupils
- Co-operative development
- Functional
- Useful division
- Flexible
- Use of reading material
- Modification of behaviour
- Guidance of teacher

4.5.5.3 Types of Units

- Resource unit
- Teaching unit
- Subject matter unit
- Adaptive unit
- Experience unit

4.5.5.4 Elements of a teaching unit or good teaching unit

- Overview
- Background
- Presentation
- Motivation
- Summarization

- Drill
- Review
- Organization
- Evaluation

4.5.5.5 Steps in unit planning

Clarity of objectives: for e.g. knowledge, understanding, skills, attitudes, interests.

Clear background

Selection of content

- Clear description of activities
- Mention of reference
- Mention of teaching aids
- Not too ambitious
- Evolutionary
- Teacher's remarks

4.5.5.6 Merits / Adv. of unit method

- Psychologically sound
- Helpful in child's development
- Opportunities for activities and experience
- Helpful in understanding
- Helpful in learning
- Avoid confusion
- Logical division

4.5.5.7 Limitations of unit method

- Uneven distribution
- Non-availability of competent teachers

- Difficulty in categorization

4.5.6 LET US SUM UP

To sum up all these views we can say that it's a very costly method and consumes a lot of time. It's not useful for all subjects. It doesn't train the students in the art of admiration and does not develop only the aesthetic quality.

4.5.7 CHECK YOUR PROGRESS

1. Throw light on concentric method what are its advantages?
2. Define demerits of topical methods?

UNIT – 5

NEED AND IMPORTANCE OF POLITICAL SCIENCE ROOM / EQUIPMENTS

STRUCTURE

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Importance / Need of Political Science Room
- 5.4 Essentials or Organization including Equipment of Political Science Room or Laboratory
- 5.5 Let us sum up / Conclusion
- 5.6 Check your Progress

UNIT – 5

NEED AND IMPORTANCE OF POLITICAL SCIENCE ROOM / EQUIPMENTS

5.1 INTRODUCTION

For every subject a separate room is essential. For teaching literary subject ordinary rooms may serve due purpose but for teaching of subjects like civics / political science a separately room is essential. Because of financial difficulties it is not possible for every school to have a separate political science room but it is desirable to have it and equip it with suitable material (equipment).

In due absence of a civics room it would be difficult to collect all the material, needed for civics teaching at a place and it is practically impossible to take these things from one place to another.

Moreover in the absence of a separate room teacher will not get congenial atmosphere which is quite essential for effective teaching.

According to M.P. Mofatt

“Classroom furnishings and their arrangements have direct bearing upon the quality of results obtained. Satisfactory outcomes can be expected from any classroom situation only when adequate facilities are provided it should be furnished to provide a suitable environment for acquiring and practicing social studies / skills.

According to Ghate

“Every subjects which is recognized as deserving of study in a school should have a room of its own.

5.2 OBJECTIVES

After going through this unit you will be able to:-

1. To give knowledge about Political Science Room.
2. To create and maintain the effective atmosphere.
3. To make Political Science teaching effective.
4. To instruct students in proper scientific methods of room / laboratory.

5.3 IMPORTANCE / NEED OF POLITICAL SCIENCE ROOM

1. **Home of their own:** It provides a home of their own to teachers for developing enthusiasm for the subject and faith in themselves and students.
2. **To create and maintain an effective atmosphere:** Well equipped with equipment and material for teaching Political Science a laboratory will create and maintain a much needed atmosphere for Political Science. Example, the wall displays of varied nature can motivate the seniors, whereas the laboratory will provide a good activity centre for the senior.
3. **To make Political Science for more effective:** Specialist accommodation gives greater scope for variety in teaching methods and facilitates the use of teaching aids. The permanent display of important maps and globes, pictures and charts and constant reference to them by the Political Science teacher is sure to make the teaching of Political Science effective, lively and interesting.
4. **To provide a quick and ready Political Science functional environment:** A mastery of essentials in Political Science extends beyond the theoretical knowledge. It is essential that there is provision for functional activities. The classroom facilities must be capable of rapid transformation into a laboratory setting.

5. **To save teaching time:** Equipments like maps, model, charts, projectors etc. is too cumbersome to carry around the school. A permanent base will save a lot of time. For instance, black board can be prepared before hand, and the diagrams can be preserved for future use.
6. **Real knowledge:** It provides first hand knowledge through learning by doing or by activity. Students do experiment and research in lab which help them to acquired real knowledge.
7. **Permanent knowledge:** Experimentation helps students to get permanent knowledge.
8. **Diverse methodology:** Political Science room is a highly desirable addition to any secondary school in which the teacher use a diverse methodology and go beyond the simple use of one text-book and a rigid curricular pattern.
9. **Economical in time:** It's very difficult for students to carry out maps, charts and other equipments with them in schools but a stable room provides economical in time and place.
10. **Centre of self discipline:** Students should work according to their needs, abilities, interest. In this room which results self discipline in students.
11. **Helpful in concentration:** It provides good atmosphere for learning. students get enjoy to see charts, maps, model, which is very helpful in concentration.
12. **Use of various teaching methods:** For e.g. project method, play way methods, problem method, source method, discussion method etc.
13. **Co-operative attitude:** Sometimes there is no proper equipments or lack of equipments in room. So students get co-operated each other.

- 14. Completion of assignments:** Room provide special books which helps student to complete there assignments.
- 15. Proper classification:** Book should be classified according to subjects.
- 16. Safety of equipment:** Room provides various costly equipments for e.g. charts, models, film strips, etc. room provide safety for these costly equipments.

5.4 ESSENTIALS OR ORGANIZATION INCLUDING EQUIPMENT OF POLITICAL SCIENCE ROOM OR LABORATORY

- 1. Proper Building:** For e.g. good lighting and ventilation adequate book cases and other storage facilities and table and chairs to accommodate the students and teachers who are to work in it.
- 2. Proper arrangement:** It should be properly arranged so that it looks attractive and motivated it also looks interesting.
- 3. Necessary furniture:** For e.g. table, chairs, shelves, stand, racks, almirah and blackboard.
 - (i) Seating arrangements:** Individual desk double desk.
 - (ii) Teacher's desk:** It is also moveable, it should be equipped with one Atlas, Encyclopaedia ink absorbing pad, memorandum pad.
 - (iii) Projection screen:** To do projection screen is used which lowered for projection work any time.
 - (iv) Channel railing:** To paste charts, maps, graphs. It is use for permanent channel, railing with slides, books showed be fixed along one chalk board war for hansm.

4. Sufficient Equipment

- (i) **Maps:** Historical, Economic, Political, Social and Historical maps of all the countries.
 - (ii) **Charts:** Geology charts, flow charts, tabulation charts, time charts, relationship charts.
 - (iii) **Time lines:** Should provide a time line which should run half way along the wall. It should be painted or made of either the hard board or card board. Important dates and persons should be marked appropriately all along with one line where teaching.
 - (iv) **Time graphs:** It shows the gradual and incidental rise and fall of the dynasties, the progress of rival power, ideas and cultures etc.
 - (v) **Models:** Models can be prepared by the pupils under the guidance of the teacher.
 - (vi) **Slide album:** It shows agriculture, sculpture, paintings, dancing, music etc.
 - (vii) **Flags:** Different nations of the world may be provided with explanatory notes.
 - (viii) **Audio-visual aids:** Tape recorder, projector, film strip projector, magic lantern, epidiascope etc.
6. **Reference books:** Provision should be made for good historical novels, dramas, pictorial books, illustrating the life and customs of different peoples and important works of eminent writers.

7. **Bulletin board:** It's a necessary piece of equipment in Political Science Laboratory because on it could be displayed relevant cuttings and pictures collected by pupils from magazines and newspapers. Maps, pictures, cartoons,

newspaper reports on topic done or in progress in the classroom, can be displayed on the bulletin board with a caption or study questions for pupils.

- Extension into the outside world.
- Centre for activities.
- Improving good learning environment decoration.

5.5 CONCLUSION/LET US SUM UP

However, complete with furniture and equipment no room will by itself make a perfect place for the proper study of Political Science. It should produce dynamic, sparkling interaction among physical things and students. It should be a place where ideas can come to life and be illustrated with activities and articles which help us to make the ideological experiences more lasting and pervasive in the lines at students as they continue on into the future.

5.6 CHECK YOUR PROGRESS

1. State the need and importance of political science room.
2. Write short note:
 - (i) Need of political science room.
 - (ii) Equipments for political science room.

UNIT – 6

POLITICAL SCIENCE TEACHER QUALITIES AND ROLE IN CHANGING TIMES

STRUCTURE

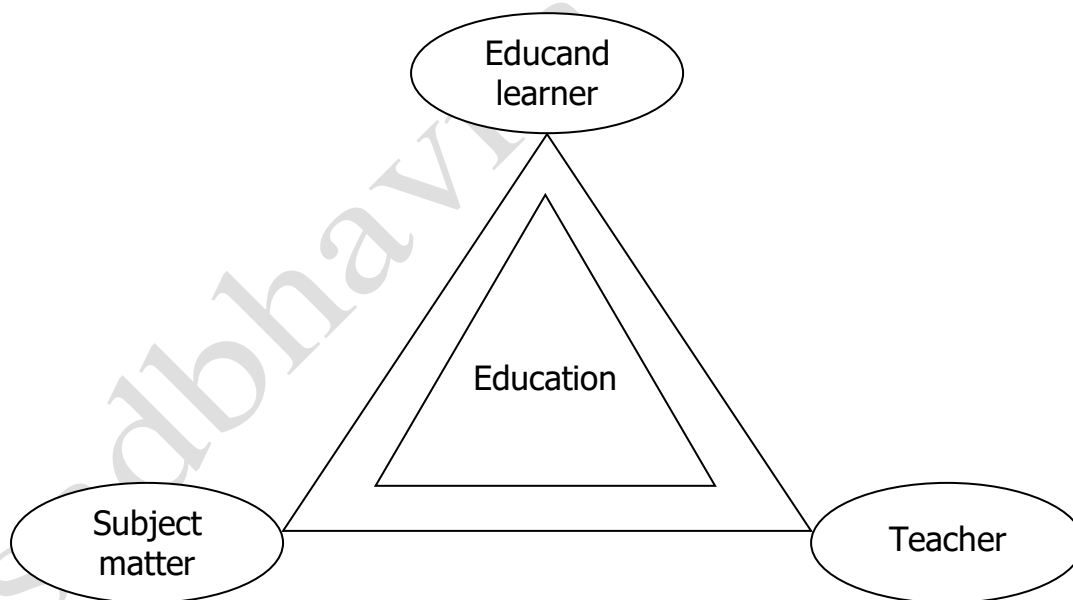
- 6.1 Introduction
- 6.2 Objectives
- 6.3 Qualities of Political Science Teacher
- 6.4 Role of Political Science Teacher in School
 - 6.4.1 Twenty first century teachers
- 6.5 Let us sum up
- 6.6 Check your Progress

UNIT – 6

POLITICAL SCIENCE TEACHER QUALITIES AND ROLE IN CHANGING TIMES

6.1 INTRODUCTION

The success or failure of a Political Science course rests mainly with the teacher. He/she may be provided with all the facilities in terms of laboratory, apparatus and equipment given an ideal syllabus and a sufficient time for teaching Political Science but unless he is enthusiastic about his work, knows the subject and really knows how to teach Political Science, he is not likely to achieve success on the other hand a keen and well informed teacher who loves his subject and believes in its value will succeed inspite of difficulties and handicaps.



Education is a tripolar process. At one end, there is the educand at the other the subject. Matter and at the third end is the teacher. Teacher is the real source of education, though the child is the focal point around which the whole process of education revolves. Subject matter and the teacher are secondary to the child. The teacher tries to teach the subject matter to the child. While teaching the child he has to keep eye on his psychological requirements.

Definitions

Prof. Bining has rightly said, "Teacher is the pivot around which the whole educational system moves."

S. Balakrishna Joshi says, "without a band of a devoted teachers who are inspired by a holy zeal, an institution with the paraphernalia of modern convenience will be like a beautiful corpse without spark of life, a carcass without soul."

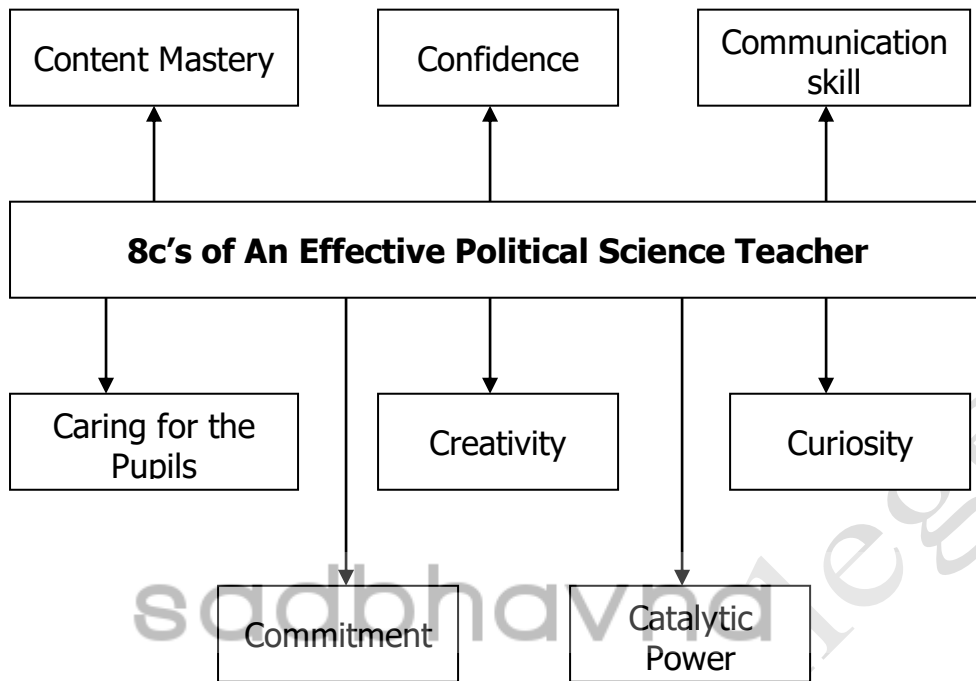
According to Gandhi Ji, "Woe to the teacher who teaches one thing with the lips and carries an other in the heart."

In this regard the Kothari Commission Report (1966) says, "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant."

To conclude all these views we can say that, the teacher plays an important role in the process of education. He handles the subject matter in order to equip the student for the future life on account of his role the teacher is called the **builder of the nation**. If a country has a team of successful teachers, the nation progresses by leaps and bounds. If a nation has incompetent teachers, it is sure to go down.

Eight C's of an effective Political Science Teacher

- Content Mastery
- Confidence
- Caring for the pupils
- Communication Skill
- Creativity
- Curiosity
- Commitment
- Catalytic power



Nine special qualities of a Political Science Teacher

- Art of development of human relations
- Objectivity
- Deep knowledge of the subject
- Application of field study theory
- Widely traveled person
- Skilled in the use of technological aids
- A well informed teacher
- An interpreter of various experiences
- A good communicator

6.2 OBJECTIVES

After study this unit you will be going through:-

1. To provide knowledge about Political Science Teacher.
2. To give knowledge about his qualities.
3. To provide knowledge about this role in school in changing times.

6.3 QUALITIES / CHARACTERISTICS / TRAITS OF A SUCCESSFUL POLITICAL SCIENCE TEACHER

In order to achieve the above mentioned objectives and to discharge the tasks expected of a Political Science teacher. He should have the following qualities. It should be divided into four parts:-

- I. General Academic Qualities
- II. Special Qualities
- III. Personality Traits
- IV. Professional Qualities

I. General Qualities

- 1. Mastery of the subject matter
- 2. Adequate general knowledge: He/she should know about the current events.
- 3. Thirst for knowledge

According to Rabindarnath Tagore, "A teacher can never truly teach unless he is still learning himself."

He/she should have knowledge about not only his subject but for other subjects also. Use library, expositions is must to attain knowledge about various subjects.

Fluency in expression: Power of expression, good pronunciation, voice should be clear, audible, attractive.

II. Special Qualities

- 1. **Knowledge of objectives in teaching of Political Science:** Objectives should be maintain by the teacher. He/she should know the limits of course and relevant instructional material.

2. **Sufficient knowledge of subject:** The teacher should have a thorough knowledge of the subject. If he has no command over the subject he shall not be able to present the subject matter before the students in an interesting manner. He should know the correlation of civics with other social sciences. He should also know where the interest of the nation lies. He should also be aware of the current events and the duties of a citizen.
3. **Expert in methodology of teaching of Political Science:** For e.g. lecture method, question answer method, assignment method, discussion method, problem method, project, source, socialized recitation, inductive, deductive method.
4. **Mastery over devices and maxims of teaching of Political Science:** For e.g. exposition, explanation, narration, description, review, illustrations, textbook, home work, discussion, dramatization, known to unknown, concrete to abstract, simple to complex etc.
5. **Skilled in the use of audio-visual aids:** Political Science teacher should know the proper use of audio-visual aids like pictures, charts, maps, models, diagram, graphs atlas etc.
6. **Some knowledge of techniques of evaluation:** Political science teacher should have the skills of framing objective type tests, short answer type tests and objective rating seats for awarding marks to questions other than objective type.
7. **Widely traveled:** He should be widely traveled for e.g. Historian, Geographical, Monuments, exhibitions, mills, factories, art galleries, polo buildings so that he gain lots of knowledge about national international affairs.
8. **Faith in democracy:** Citizenship is very much needed for a democratic way of life. Unless the teacher has full faith in democracy and democracy

way of life, it shall not be possible for him to teach Political properly for efficient functioning of democracy the citizens must know their rights and duties. They have to be conscious of their social obligation and needs. Only such teacher, who has full faith in democracy can teach all these things to his students.

- 9. International Outlook:** He should have the knowledge about world citizenship international affairs. He also know the working of international organizations and agencies.

III. Professional efficiency

Adequate professional training or pre service training: Teaching is not an easy task. Nobody can done teach without proper training. So training is must taken by teacher in training colleges.

- 1. In service training:** For e.g. refresher courses, seminars, extension lectures etc.
- 2. Teaching experience:** His/her experience should be exceeding day by day which reflects in his/her teaching.
- 3. Love for profession:** He/she should have love for his/her profession. He should motivated to teach students. He should feel proud for his profession.
- 4. Progressive outlook:** He should have creativity, naturality in his findings, look for ahead do not be short sighted.

IV. Personality Traits

- 1. External appearance:** Attractive, well dressed, clothes should be simple, clear and beautiful. Behaviour should be peaceful, calm, voice should be audible lack of arrogance and attitude.

2. **Physical health:** Healthy, powerful, takes balanced diet proper excessive and playing activities.
3. **Emotional and mental health:** Should be mentally and emotionally strong, free from stress, happy go luck person, satisfied.
4. **Good intellect:** For e.g. high level of intelligence, versatile imagination, deep understanding, keen observation, power of discrimination, originality good memory, foresightedness.
5. **High character:** Morality consciousness tolerance, calmness, love, affection satisfaction down to earth.
6. **Love for children:** The secret of education lies in respecting the pupils.
7. **Sense of humour:** Clever, Jolly, great sense of humours. A teacher with great sense of humour is much more lovable then a teacher with great intelligence.
8. **Optimistic Outlook:** Confident about himself. Confident about his/her students. **According to Dr. E. A. pires**, "The great teacher lives and breathes in the spirit of creativity and adventure."
9. **Democratic outlook:** He/she should not be a dictator, he believes in democracy. His role is that of a friend, philosopher and guide and not of a policeman.
10. **Justice and Impartiality:** He should be impartial. He should try to present the subject matter in an objective manner. If he is not able to do that, he shall not be able to inculcate the spirit of true citizenship in the students. If the teacher colours the subject matter with his personal views and likes and dislikes, he shall not be bring justice, either to the students or to the subjects.

- 11. Sympathy and wisdom:** Sympathy is the life blood of teaching. The elements of sympathy enables a person no understand things properly this helps the teacher of know the view points of the students.
- 12. Punctuality:** Towards class, periods and himself.
- 13. Self confidence:** Towards himself and his subject.
- 14. Self analysis:** To know himself teacher should always to self analysis so that he overcome his weaknesses.
- 15. Enthusiasm and industriousness:** He must be an enthusiast in child study, an enthusiast in his subject and enthusiast in the matter of method.
- 16. Sociability:** Good character, attractive, helpful. Sociable towards students, parent and society etc.

6.4 ROLE OF POLITICAL SCIENCE TEACHER IN SCHOOL

- Serving on school committees.
- Working with parents.
- Counseling students.
- Filling out reports.
- Acting as a home room teacher or house master.
- Serving on duty around the school.
- Having contacts with school officials.
- Issuing grades and reports.
- Taking part in co-curricular activities.
- Working with clerical staff of the school.
- Taking part in social affairs with teachers and students.
- Taking part in community activities.
- Assisting students teachers (B.Ed).
- Participating in professional activities.
- Performing miscellaneous duties in the total life of the school.

- Participation in school affairs with teachers and students.
- To provide guidance.
- Organization of subject matter.
- To provide knowledge to students.
- To fulfillment the requirements of the students.
- Evaluation of the students.
- Transmission of knowledge.
- Pupil centred teaching.
- Interpreting: Explanation of content.
- Directing social research.
- Imparting training for citizenship.
- Promotion of national integration and international understanding.

6.4.1 Twenty-First Century Teachers: What they need to know, understand, and expect of their students

Teacher Education and the Arts and Science at Indian University
Bloomington and IUPUI

The Challenge

Throughout Indiana, the educational needs of children and adolescents emerge in ever sharper relief. Some of the needs are academic, but social and behavioral skills are a matter of concern, too. It is clear that in the twenty-first century.

- Our children must be able to read well, write well, and use mathematics skillfully.
- They must master vital scientific and cultural knowledge. They should know a language other than English, and be better informed about geography, technological advances, and the rapid pace of globalization.
- Our children must value tolerance, fair play, personal integrity, and civic responsibility, and they must possess an understanding of how to act on these values in real-life situations.

6.5 CONCLUSION / LET US SUM UP

So in the end in the words of Prof. Binning, "Teacher is the Pivot around which whole educational system moves."

The teacher is like a gardener who tends the tender plants of society and help them to blossom forth into full bloom and fragrance. The teacher of political science in this concepts tries to fill the fragrance of ideal citizenship into the future flowers of civic life of the land.

6.6 CHECK YOUR PROGRESS

1. Write short note:
 - (i) Personality of a Teacher?
 - (ii) Professional Training?
 - (iii) Teacher as a Guide?
 - (iv) Teacher and Evaluation?

UNIT – 7

POLITICAL SCIENCE TEXT BOOKS NEED, IMPORTANCE AND QUALITIES

STRUCTURE

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Need Importance and value of Text Book
- 7.4 Characteristics of a Good Text Book
- 7.5 Qualities / Essentials of Good Political Science Text Book
- 7.6 Limitations of Text Book
- 7.7 Suggestions of Text Book
- 7.8 Let us sum up / Conclusion
- 7.9 Check your Progress

POLITICAL SCIENCE TEXT BOOKS NEED, IMPORTANCE AND QUALITIES

7.1 INTRODUCTION

Most of the education was imparted orally and verbally before script came into existence and press came into being. This tradition was all the more prevalent in India text books came to be used in education at a very late stage. In the western world, text books came to be used in education after French revolution later on this device was employed in America. In India the text books were used after script came into existence and the verbal knowledge was transcribed on the leaves of the trees. In the Islamic world, Holy Quran, a written book, formed the text book of the earliest education of the child.

There are three categories of text books:-

- Reference books
- Main text books
- Supplementary books

Meaning and Definition of text books

Bacon's view: "Textbook is a book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices."

Keating's view: "Textbook is the basic instrument of teaching."

Doughal's view: "The textbook is a potent determinant of what and how they (teachers) will teach."

Hill's view: "A text book is a store house of basic information which the pupils can use in a variety of ways."

To sum up these views we can say that text books are standardized collection of the subject matter that has to be taught to the

7.2 OBJECTIVES

After going through this unit you will be able to:-

1. To understand the need / importance of a good text book.
2. To give knowledge about essentials of Political Science text book.
3. To provide through knowledge about characteristics of a good text book of Political Science.

7.3 NEED / IMPORTANCE / VALUE OF TEXT BOOKS

The need / important / value / adv. of a good text book of Political Science is considered under various headings.

(a) Utility to the teacher: Textbooks should serve as tools in the hands of the teachers. They should help the teachers to make their teaching more authentic successful and effective. **Earnest Horne** has rightly remarked, "One of the most effective ways for improving the content and method of instruction is to place better text books in the hands of teachers and pupils."

- It provides suitable subject matter and guidelines regarding the syllabus of the subject. So the teacher neglects no portion of the syllabus and does not waste time on irrelevant details.
- It helps the teacher to teach in an organized and systematic way, as it contains various topics in a proper sequence.
- It's the most reliable source of information as it's generally written experienced teacher. It serves as a reference book to the teacher.
- A good text book suggests the steps of planning, method of teaching and suitable illustrative materials to the teacher, regarding a particular topic.
- It provides certain well-illustrated examples about a topic.

- It provides the teacher with a number of well-graded problems which he can give to the students.
- Text books help the teacher in assigning homework to his students, they also help him to assign drill work.
- It also suggested possibilities of correlation and related project activities.

(b) Utility of the students: Text books are quite useful from the point of view of students as they save their time and they are saved from taking class notes. Some other uses are:-

- They provide the students with well-graded exercises for drill, revision and review.
- Text books helps a student to understood the subject matter as it makes the things clear.
- Since every text book contains some solved problems so the student can take help of these problems in solving other unsolved problems.
- The students can learn a topic in advance with the help of text book.
- Text books are also quite useful in case a student has to remain absent from class due to one or the other reason.

(c) Utility to maintain uniform standards: Text books play an important role of maintaining a uniformity in standards. The text books are quite helpful to examiners in their evaluation work because they came to know of the standards expected of a particular class.

(d) Scope of course: Helpful in limitise the curriculum. It represent the subject matter in logical, comprehensive and solid way. It manages the course.

(e) Source of self education:

- (f) **Source of communication:** Student teacher communicate with each other to provide good learning environment.
- (g) **Source of stimulation:** It excites the logical thinking of student by illustrative questions.
- (h) **Source of discussion:** It helps in logical, sensible intelligent, ideal discussion and problem solving.
- (i) **Source of supplementary devices:** It includes interesting illustrative material which is very useful for student teacher.
- (j) **Source of material for review:** Sometime students forget about classroom teaching and they used to read books related to subject in their home it helps them and provide material for review.
- (k) **Basis of various methods:** In last of each chapter it shows various methods of teaching for e.g. assignment, discussion, project unit etc.
- (l) **Basis of application:** It's applicable and useful. It tells how we can apply material in our daily life?
- (m) **Innovations:** It helps teacher to innovate new ideas, views and techniques related to teaching.
- (n) **Basis for assignments:** It helps students to finish their homework and assignments.
- (o) **Useful for dull students:** It helps backward students to learn immediately.
- (p) **Development of study habit:**
- (q) **Useful for group teaching:**

- (r) **Knowledge by master minds:** It contains views of different scholars in it. They indulge their appropriate knowledge about subject in it.
- (s) **Useful for parents and administrators:** Parents know what and how much taught in classroom? Administrator, it helps them in evaluation.
- (t) **National and international relations:**
- (u) **Overcomes classrooms limitation**
- (v) **Author:** It should be done by a knowledge, skilled, intelligent author.

7.4 CHARACTERISTICS OF A GOOD TEXT BOOK

- It presents the subject matter strictly in accordance with the latest syllabus.
- It is written by experienced teachers.
- It's written according to the aims and objectives of teaching of Political Science.
- It presents the subject matter in a proper sequence.
- It should contain well graded problems for revision.
- The book be so written that they awaken intellectual curiosity of the students and also keeps their interest alive.
- The language of the book should be in accordance with the age group of the students.
- The printing and get up of the book should be attractive.
- It should suggested the teaching method, the possible aids for teaching the topic, correlation of the topic and the activities or practical work connected with the topic.

- It should contain well-illustrated material but not too many solved problems. The answers giving to problems should be correct.
- It must also contain objective type and short answer question.
- Hints for difficult problems be provided.
- It should be moderately priced.
- It should give only up-to-date material.

7.5 QUALITIES / ESSENTIALS / CRITERION FOR A GOOD POLITICAL SCIENCE TEXT BOOK

(I) Internal Criteria or Qualities

Selection of content

- (1) Objective based
- (2) Coverage of the course
- (3) Authentic content
- (4) Adequate content
- (5) Upto date content
- (6) Integrated content
- (7) Continuity and balance
- (8) Linking with life

Organizing content

- (1) Division into sections: for e.g. A, B.
- (2) Division into units: for e.g. chapters
- (3) Psychological approach: according to the interests, needs of children.
- (4) Logical approach.
- (5) Flexible organization.

Presentation of the content

- (1) **Language:** clear, objective, simple applicable, good terminology.
- (2) **Interesting:** It motivates interests
- (3) **Motivating:** So that students take interest in learning.
- (4) Reinforcing
- (5) **Creative approach:** Content should be creatively organized.
- (6) **Suggestions for good methods of learning:**
- (7) **Suggestions for teachers**
- (8) **Constant modification and revision:** Book should be modified and revised year by year so that students get new knowledge.

Verbal communication

- (1) Suitable vocabulary: Not use difficult words.
- (2) Simple and short sentences.
- (3) Correct spellings.
- (4) Correct language.
- (5) Correct punctuation.
- (6) Appropriate terms: terminology.
- (7) Adequate examples.
- (8) Free from misprints.

Visual Communication / Illustration

- (1) Adequate illustrations
- (2) Variety in illustrations
- (3) Purposeful illustrations
- (4) Flawless illustrations
- (5) Authentic illustrations

Assignments or Exercises

- (1) Wide coverage
- (2) Adequate exercises

- (3) Graded exercises
- (4) Challenging exercises
- (5) Real projects

Prelims and back pages

- (1) Title page: Author's name, publisher's name, edition year, place, title etc.
- (2) Suitable preface.
- (3) Appropriate introduction.
- (4) Correct table of contents.
- (5) Adequate glossary.
- (6) Correct bibliography.
- (7) Index.

II. External Qualities of Text Book

- (1) **Paper:** Thick, good quality.
- (2) **Painting:** Clear, Creative, Adequate.
- (3) **Size and volume:** Small children should be big and for adults in short form.
- (4) **Binding:** Attractive, Strong
- (5) **Price and availability:**

7.6 LIMITATIONS / DEMERITS

- Obstruction in modern methodology.
- Uniformity and rigidity.
- Indoctrination of ideas (narrow ideas included in books).
- Domination of education process.
- Narrow curriculum: Concrete views & include lack of real life problems.
- Disrespect for teacher.
- Deteriorated standard.

7.7 SUGGESTIONS

- As an aid
- Judicious use
- Introduction to contents
- Definite information
- Source of supplement
- Independent reading
- Emphasis on understanding
- Teaching the best way
- Discussion

7.8 CONCLUSION/LET US SUM UP

Thus to evaluate a Political Science text books the criterion may be useful content material, proper organization of subject matter, proper gradation of the exercises, material aid devices for motivation, simple, language, good number of illustrations ,good printing and an impressive get up. It should be moderately priced and free from mistakes and errors. It should not contain too many solved problems and should be upto date in its contents.

7.9 CHECK YOUR PROGRESS

1. What do you mean by the term text book? State its need and importance?
2. Write short notes?
 - (i) Text books
 - (ii) Importance of text books

LESSON PLAN NEED, IMPORTANCE AND STEPS OF WRITING IT IN TEACHING OF POLITICAL SCIENCE?

LESSON PLAN NEED, IMPORTANCE AND STEPS OF WRITING IT IN TEACHING OF POLITICAL SCIENCE?

8.1 INTRODUCTION

Though a syllabus is prescribed for each class yet the teacher is at liberty to draw up his own teaching syllabus planning is essential not only in teaching but in all spheres of human activity.

R.L. Stevenson said, "To every teacher I would say always plan out your lesson before hand but do not be a slave to it."

Bagley has rightly said, "However able and experienced the teacher, he could never do without his preliminary preparation."

To be effective in his job everybody plans before hand e.g. a surgeon plans well in advance before putting his patient on the operation table, the house-wife plans the details of daily meals etc. So must a teacher plan and prepare his work.

8.2 OBJECTIVES

After going through this chapter you will be able to:-

1. To provide knowledge about lesson planning.
2. To provide knowledge about its steps.
3. To help students that how to make a good lesson plan.

8.3 WHAT IS LESSON PLANNING?

View of Binning and Binning, "Daily lesson planning involves defining the objectives, selecting and organizing the subject matter and determining the method and procedures."

View of Bossing: "A lesson plan is an organized statement of general and specific goals together with the specific means by which these goals are to be attained by learner under the guidance of the teacher on a given day."

So lesson planning is a brief outline of the main points of the lesson to be covered by the teacher in a specified school period for the realization of some stipulated instructional objectives.

8.4 NEED / IMPORTANCE / VALUE / ADVANTAGE / FUNCTIONS OF LESSON PLANNING

- 1. Knowledge of teaching activities:** Teaching activities, audio visual aids. How to use these things. Teacher decides alotms before lesson planning.
- 2. Clarity of teaching objectives:** It helps to clarify the objectives of teaching activities.
- 3. Defining objectives:** Lesson planning in relevant to define the objectives of lessons.
- 4. Organized knowledge:** Its relevant to provide organized and systematic knowledge to students through lesson plan.
- 5. Knowledge of problems:** It clarifies the problems and difficulties related to lessons.
- 6. Development of intellectual powers:** It helps students to acquire logical, imaginative power.
- 7. Interesting teaching:** To make lesson, simple, clear and interest. Proper use of methods, techniques choose by student teachers.
- 8. Outline:** It trained teachers for planning.

- 9. Achievement of definite goals:** It provides limits to teacher's education and help them to clarify the objectives of education.
- 10. Selection and organization of subject matter:** It helps teacher to choose subject matter, aids subjects matter should be according to child's interests, abilities, attitudes and skills.
- 11. Selection of effective teaching procedure:** It helps teacher to choose effective planning which provides direction to students according to their attitudes, interests and skills.
- 12. Evaluation of instruction:**
- 13. Prevention of wastage:**
- 14. Continuity in teaching process:**
 - Saving time and energy.
 - Discipline in the class.
 - Revision of knowledge.
 - Self confidence.
 - Thoroughness and effectiveness.
 - Provision of summaries and assignments.
 - Confidence and self reliance.

8.5 STEPS IN LESSON PLANNING

- Subject, topic, class and date.
- General objectives of teaching.
- Specific objectives.
- Introduction.
- Statement of aim.
- Presentation.
- Explanation.

- Blackboard Summary.
- Recapitulating questions.
- Home work.

8.6 LESSON PLANNING (HERBARTIAN STEPS) VARIOUS STEPS

Formal steps in lesson planning are:-

- 1. Preparation:** It relates to preparing and motivation children to the lesson content by linking it to the previous knowledge of the student, by arousing curiosity of the children and by making an appeal to their senses. This prepares the child's mind to receive new knowledge.

It may involve testing of previous knowledge of the child. Sometimes the curiosity of pupil can be aroused by some experiment, chart, model, story or even by some useful discussion.
- 2. Expression:** It involves the stating of the object of lesson and exposure of students to new information. The actual lesson begins and both teacher and students participate. Teacher should make use of diverse teaching aids to make his lesson effective. Teacher should draw as much as is feasible from the students making use of judicious questions.
- 3. Association:** It's always desirable that new ideas or knowledge be related to the daily life situations by citing suitable instances and by drawing comparisons with the concerned concepts. This step is all the more potent when we are establishing principles or generalizing definitions.
- 4. Commonness:** In science lessons generally the learning material leads to some generalization leading to establishment of some formulates, principle or laws. An attempt be made that the students draw the conclusions themselves. Teacher should guide the students only if their generalization is either incomplete or irrelevant.

- 5. Use: (Application):** In this step of lesson plan the knowledge gained is applied to some situations. This step is in conformity with the general desire of the students to make use of generalization in order to see for themselves. If the generalizations are valid in some situations or not? No lesson of science may be considered complete if such rules principles, formula etc. are not applied to life situations.
- 6. Revision / Recapitulation:** In this step of his lesson plan the teacher tries to ascertain whether his students have understood and grasped the subject matter or not this is used for assessing the effectiveness of the lesson by asking students questions on the contents of the lesson. Revision can also be done by giving a short objective kind test to the class or even by asking the students to label some unlabelled sketch.

8.7 CHARACTERISTICS OF GOOD LESSON PLAN

- It should be in a written form.
- It should link itself with the previously taught lesson.
- It should indicate the method or methods the teacher will follow in the class.
- It should be well constructed with suitable classrooms.
- The plan should have the scope of using teaching aids and should indicate what teaching aid are to be used.
- It should indicate the aims and objectives of the lesson in clear words.
- It should pay attention to the interest, ability of the students.
- It should have consideration for individual differences.
- It should be prepared in consultation with different books for particular topic.
- It should indicate the time period required to complete the lesson.
- It should have a brief summary at the end of lesson.

8.8 PREPARATORY LESSON PLAN

Pupil Teacher Roll No.	Subject : Pol. Science Topic : Functions of district board Duration/Time : 40 minutes Date : Class : VI
General aids	An ordinary class room, blackboard chalk, duster pointer.
Specific aids	A chart, model etc.
General aims	Aims of teaching of Political Science
Specific aims	To teach the students about functions of District Board.
Previous knowledge	Q.1. Have you got any arrangement for sanitation of your villages? Ans. Yes Q.2. Who looks after these arrangements? Ans. Employees of the District Board. Q.3. What are the functions of District Boards? Ans. Not getting a proper reply to this question the teacher will announce to the students the aim of his lesson.
Announcement of aim and introduction	To introduce the lesson the teacher will announce to the students today we shall study about the functions of the District Board.
Presentation	The methods, strategies devices the audio visual aids to be used for teaching the chosen topic.

Subject Matter	Method	A.V. Aids	B.B. Summary
<p>Sanitation and cleanliness of village is necessary, because the roads are kucha and in rainy season the water causes a lot of mud. There is no arrangement of drainage, the dirty water flows around and spoils the passage.</p> <p>There is dirt and mud all around. Zila Parishad looks around all these arrangements.</p>	<p>Why is the cleanliness of your village?</p> <p>The conditions of village roads and town roads will be compared by showing pictures of both type of roads (teaching)</p>	<p>The specific aid like pictures, flash cards, models, charts, etc. P.T. will use during development of the lesson.</p>	<p>(i) Roads are 'kucha'.</p> <p>(ii) In rainy season the passage are spoiled due to flow of dirty water.</p> <p>(iii) Zila Parishad looks after these arrangements i.e. construction of roads, arrange for drainage etc.</p>
<p>Zila Parishad is also responsible for organization fairs and exhibitions and deputing its officials to inoculate people when an epidemic breaks out primary schools are also run by Zila Parishad</p>	<p>What re the other functions of Zila Parishad?</p> <p>Who organize fairs? Who runs primary schools?</p> <p>Who arranges for inoculation when epidemic breaks out?</p>	<p>The specific aids like pictures, charts, models, transparency etc. P.T. will use during development of the lesson.</p>	<p>(i) To organize fairs?</p> <p>(ii) Zila Parishad To run primary schools.</p> <p>(iii) To inoculate people when an epidemic breaks out.</p>

Sectional Recapitulation: Revision of half of the lesson can be done in the middle of the period to check pupils understanding.

Final Recapitulation: (Full lesson revised at the end)

Q.1. Name the body that looks after the sanitation of your village.

Q.2. Give various functions of Zila Parishad.

Home Task: Suitable practice / drill work for framing the new concept in pupils mind should be given for home work.

*Write in your notebook briefly the functions of Zila Parishad.

8.9 LET US SUM UP

At the end we can summarize that a proper planning of lesson is the key to an effective teaching. Lesson planning is also inevitable because effective learning takes place only if the subject matter is presented in an integrated and correlated manner. Though lesson planning need a hard work but it is rewarding too.

8.10 CHECK YOUR PROGRESS

1. What do you mean by lesson plan? Throw light on its need and importance?
2. Explain the steps of lesson plan?
3. Write short notes:
 - (i) Lesson Plan
 - (ii) Pre requisites of Lesson Plan
 - (iii) Advantages of Lesson Plan

ROLE OF TEACHING OF POLITICAL SCIENCE IN DEVELOPING NATIONAL INTEGRATION AND INTERNATIONALISM

ROLE OF TEACHING OF POLITICAL SCIENCE IN DEVELOPING NATIONAL INTEGRATION AND INTERNATIONALISM

9.1 INTRODUCTION

India is a diversified country. People of different types of religion, cast creeds languages are living here. Their way of living, food, customs, traditions are also different from each other. That's why national integration is a dangerous problem related to our country. So save our country from internal and external enemies there is a hard of collective efforts for national integration.

Meaning of national integration or Nationalism

Dorothy Thomspom's view, "National integration is a feeling that binds the citizen of a country."

National integration conference (1961), "National integration is a psychological and educational process involving the development of feeling of unity, solidarity and cohesion in the hearts of people, a sense of common citizenship and a feeling of loyalty to the nation."

Hamayum Kabir's view, "Nationalism is that which depends on the we feeling towards nation."

Dr. S. Radhakrishnan view, "National integration is not a house which could be built by mortar and bricks. It's not an industrial plan which could be discussed and implemented by experts. Integration on the contrary is a thought which must go into the hearts of the people. It's a consciousness which must awaken the people at large."

9.2 OBJECTIVES

1. To develop national integration among studies.
2. To develop national and international understanding among students.

9.3 NEED OF NATIONALISM

- (1) To build mighty nation.
- (2) To break the walls of casteism.
- (3) To bring about unity.
- (4) To develop Indian culture.
- (5) To face external enemy.
- (6) To find out unity in diversity.
- (7) To survive the nation.
- (8) To make social progress.
- (9) Economic progress.
- (10) Sense of service.
- (11) Peace and harmony.

9.4 VARIOUS ASPECT OF NATIONAL INTEGRATION IN INDIA

- Political aspect: 28 states
- Social aspect
- Economic aspect
- Cultural aspect
- Psychological aspect

9.5 PROBLEMS / HINDRANCES / CONSTRAINTS OF NATIONAL INTEGRATION

- Linguism
- Regionalism
- Communalism
- Casteism
- Minorities

- Backwardness of certain areas
- Role of foreign powers
- Lack of national character
- Poverty
- Regional parties
- Unemployment
- Politics of violence
- Politics of opportunism
- Defective educational system

9.6 SUGGESTIONS

- Reform in education system
- Emphasis on duties
- Development of one national language
- Repeat of art-370 of the constitution
- Balanced development of different states
- Ban on communal and extremists organizations
- Spread of secularism
- Removal of poverty
- Development of Indian culture
- Clean administration
- Value based politics
- Mutual exchange among different states
- Sense of severity among minorities
- Psychological integration
- Efficient and cheap justice
- Narrow down the gap between the rich and the poor

9.7 MEANING OF INTERNATIONAL UNDERSTANDING / INTERNATIONALISM

Oliver Goldsmith's view, "Internationalism is a feeling that the individual is not only a member of his state, but a member of the world."

Dr. A.N. Mishra's view, "International understanding refers to friendship and harmony amongst different nations of the world and also includes co-operation amongst them – each one maintaining its identity and sovereignty as usual."

9.8 NEED FOR INTERNATIONAL UNDERSTANDING

- To present near
- To maintain sovereignty
- Interdependence
- To strengthen democracy
- World citizenship
- International contact
- International give and take
- Cultural exchange
- Development of backward nations
- Development of economy
- Human welfare

9.9 HOW TO INCULCATE NATIONALISM NATIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING / INTERNATIONALISM AMONG CHILDREN

OR

ROLE OF TEACHING OF POLITICAL SCIENCE

I. National Policy of education

- (1) Admissions on the basis of their intelligence.
- (2) Recognition of institutions (no discrimination)

- (3) Scholarships (without discriminations)
- (4) Migrations lenient way

II. Aim and national integration

People should be nationally integrate without discriminated on the bars of cast creed, revision language etc.

III. Redressing the curriculum

- (1) National history and geography
- (2) Civics from national point of view
- (3) Study of national literature
- (4) Study of art and music
- (5) Moral and humanistic education

IV. Redesigning textbooks

V. Organizing co-curricular activities

- (1) Celebrating national festivals
- (2) Festivals of other communities
- (3) Reciting national anthem
- (4) Respect for national flag
- (5) Respect for national symbol
- (6) Much use of national language
- (7) Invitation to persons of national importance
- (8) Display of educational films and radio talks
- (9) Seminars, dramas and exhibitions
- (10) Games and Sports
- (11) Educational trips and excursion
- (12) Cultural exchanges
- (13) Exchange of students and teachers
- (14) Encouraging inter-state marriages.

- Adult education
- Religious and moral education
- Talking pledge
- Role of teacher

9.10 LET US SUM UP

To sum up all these views we can say that Political Science teacher plays an pivotal role to promote international understanding among students. He tries to inculcate international understanding among students by using differences method like study and other educational activities.

9.11 CHECK YOUR PROGRESS

1. Throw light on hindrance in the way of national integration and nationalism by giving its meaning and definition?
2. Give suggestions to promote national integration end nationalism?

Write Short note:

- (i) Need of international understanding.
- (ii) Role of Political Science teacher in promoting international understanding.

UTILIZING CURRENT EVENTS AND COMMUNITY RESOURCES IN TEACHING OF POLITICAL SCIENCE

10.1 INTRODUCTION

Education should be of the community, by the community and for the community. This aim is fulfilled by taking school and community nearer.

10.2 OBJECTIVES

1. To give knowledge about utility of community resources.
2. To give methods of utilizing community resources.
3. To give scope of current affairs.
4. To give use of various activities to current affairs.

10.3 IMPORTANT / ADVANTAGES / USES OF UTILIZING COMMUNITY RESOURCES

1. **Physical setting:** Size, atmosphere, geographical aspects, earth.
2. **Human setting:** Population, health education, occupation, area and caste.
3. **Ways of living:** Through community children known how to live life in society.
4. **Concrete and definite learning:** It helps to learn through senses. That's why its solid, stable, abstract and life long learning.
5. **Functional learning:** Learning by doing or by seeing.
6. **Participation in human activities:** For e.g. community functions, visits excursions.
7. **Vocational training:** Supervision of people related to banking, medical engineering, visits, industry, agriculture.

8. **Development of social facilities:** Import export, co-operation, brotherhood, co-existence.
9. **Development of sense of belongingness:** Based upon fraternity and on live let live.
10. **Development of intellectual qualities:** Logical power, imaginative power.
11. **Development of ideals:** Discipline, truth, honesty, help the down trodden, social service etc.
12. **Development of human relationships**
13. **Right us of leisure**
14. **Useful for students of low intelligence**
15. **Enrichment of curriculum**
16. **Important community resources**
17. **Places of geographical interest:** Mines, Dams, Mountains, Rivers, Lakes, Gardens, Telephone exchanges.
18. **Places of historical interest:** Gurudwaras, Mandir, Girjaghar, Mallbaras Gufas, Forts.
19. **Places of civic interest:** Panchayats state legislature, nagarpalikas.
20. **Places of social and cultural interests:** Clubs, park, art galleries, film studios, radio stations.
21. **Places of economic interests:** Mills, factories, banks, exchanges, dairies.

22. Places of scientific interest: Doordarshan engineering institutions, scientific labs etc.

23. Government buildings: Police station, fire stations, sainik.

24. Form of social control: Customs, conventions believe.

10.4 METHODS OF UTILIZING COMMUNITY RESOURCES IN TEACHING OF POLITICAL SCIENCE

Bringing Community to the School

Methods of Utilizing Community Resources in Teaching of Political Science

Taking School to the Community

Bringing the community to the school

- (1) School as the centre of social and adult education.
- (2) School as centre of community activities.
- (3) School library.
- (4) Film shows and exhibitions.
- (5) Games.
- (6) Local Advisory Committee
- (7) Parent's Day
- (8) Parent Teacher Association.
- (9) Educational and career conference.
- (10) Inviting members of community to school functions.
- (11) Lectures by experts.
- (12) School as guidance bureau for community.

Taking the school to the community

- Visits to places of community.
- Participation in fairs and functions of community.
- Social service programmes.
- Campaign against social evils.
- Social survey schemes.

10.5 UTILIZING CURRENT EVENTS / CURRENT AFFAIRS IN TEACHING OF POLITICAL SCIENCE

Meaning of Current Affairs: Current affairs + current events + current issues + current problems.

“Current events are historical which deal with problems that have already been settled.” They are concerned with immediate or recent happenings which may be expressed through various means of communication.”

10.5.1 Scope of current affairs in Political Science

- Movement
- Trends
- Reforms
- Amendments

10.5.2 Criteria for selection of current affairs

- Scope
- Suitability
- Reliability
- Recently
- Dotability
- Utility
- Continuity
- Consequence

10.5.3 Use of various activities in current affairs or current events programme

- 1. Round table discussion:** It's like a open discussion between students of class. Students divided into 4 to 5 groups on general topic of discussion.
- 2. Panel discussion:** 4 to 8 panel of students, one president in it. One week for practice.
- 3. Debate:** Discussion on topic between two groups in opposition and agreement.
- 4. Preparation of charts, maps, graphs and posters:** Keeping scrap books of news, stories or pictures.
- 5. Reporting News:** It helps students in planning, organization.
- 6. Drawing cartoons to illustrate a current event:** Change in Govt. election procedure, shows through drawing cartoons.
- 7. Dramatizing news events:** Functions, festivals, conferences etc.
- 8. Preparation of files:** To include new knowledge in these files collect information from current affairs and write down in files.
- 9. Quiz competition:** On current events organize in classroom.
- 10. Mock Broadcast:**
- 11. Comparative study of coverage of events:**
- 12. Talk by experts:** on different issues

10.6 LET US SUM UP

The sum up all these views we can say that current event and affairs are more important in Political Science. To encourage students teacher can choose

best methods in making their interest in this subject. To that teaching of Political Science should be more interesting. It is helpful in all round development of child to study current events thoroughly.

10.7 CHECK YOUR PROGRESS

1. What do you mean by current events explain its objectives?
2. Throw light on the importance of current events?

Write short note:

- (i) Classification of current events?
- (ii) Non-political events?

METHODS OF TEACHING POLITICAL SCIENCE

11.1 INTRODUCTION

"A teaching method is nothing but a way of importing knowledge to the students."

For teacher of every subject method is important method is nothing but a, "scientific way of presenting the subject, keeping in mind the psychological and physical requirements of the children."

"Methodology should be conceived as a dynamic function of education and not as a static aspect of the process of teaching."

(Bining and Bining)

11.2 OBJECTIVES

1. To give knowledge about methods of Political Science.
2. To give detailed knowledge.
3. To teach different methods of teaching of Political Science.

11.3 VARIOUS METHODS OF TEACHING OF POLITICAL SCIENCE

Story telling, source, socialized recitation, problem solving, project method, narration, discussion, debate, text book, observation lecture, unit, laboratory etc.

11.4 NARRATION OR STORY METHOD

In this method the teacher narrates the subject matter before the students. He tries to explain the indirect knowledge through his direct narration.

The teacher should keep the following things in view:-

Types of Stories

- True stories
- Myth

- Legends

Advantages

- Satisfies curiosity
- Interesting
- Entertaining
- Assists understanding and memory.
- Development of imagination and reasoning.
- Development of character
- Inspiring

Suggestions

- Suitable stories
- Identification with the story
- Sufficient knowledge
- Short easy and interesting
- Conversation, humour, objective
- Character, simple language
- Systematic, not too lengthy.

11.5 LECTURE METHOD

According to James Lee: "The lecturer is a ideological method were by the teacher formally delivers a carefully planned expository address on some particular topic or problem."

Merits

- Effectiveness of spoken word
- Opportunity of clarification
- Development of skills
- Economics
- Means of stimulating
- Means of supplementing

- Pupil centred
- Achievement of objectives
- Personal contact
- Clarification

Demerits

- Not a natural way of learning
- Teacher centred
- Heavy teaching load
- Inefficient teachers
- Substitute for text books
- Spoon feeding
- Unpsychological
- Not suitable for lower classes
- Menotomy and dullness

Suggestions

- Aim of the lesson
- Occasion
- Synopsis
- Careful delivery
- Language, humour, interaction
- Adequate repetition, rate
- Use of blackboard
- Pictorial illustration
- Verbal illustration
- Previous knowledge

11.6 DISCUSSION METHOD

Thus method is said to be very useful for the study of social science. in this method the students are given certain problems and they are asked to

discuss and debate them. They are themselves asked to prepare the outline of the discussion. In this they express their ideas and feelings independently.

Good's dictionary of education: Discussion means, an activity characterized by adherence to a topic, question or problem, about which the participants sincerely wish to arrive at a decision or conclusion.

Johnson's view: "Discussion is social action in its full form."

Merits

- Clarification
- Development of thinking
- Development of problem solving attitude and creativity.
- Discovery of unknown
- Development of knowledge and reflection
- Intellectual team work
- Development of toleration
- Collective decision making
- Group learning
- Social learning
- Identifying talented shadows.

Demerits

- Not suitable for all topics
- Chances for deviation
- Monopolization
- Groupism
- Unpleasant feelings and tensions
- Not very suitable for sec classes.

Suggestions

- Important aspects
- No monopolization

- Acquaintance with significance
- Opportunity for all
- Encouragement
- Training to shy students
- Co-operation, team spirit
- Removes doubt

11.7 SOURCE METHODS

Source method implies the use of original material and original sources in the teaching of Political Science source can be classified as under:

Primary, secondary source.

Types of Sources

- Old written records
- Social interests
- States, ruins, old buildings and monuments.
- Ancient tools, implements and pieces of poetry and clothing.
- Inscriptions of building rocks pillars
- Mehar and stone inscriptions
- Old coins

Merits

- Sense of reality
- Insight and vividness
- Congeural and motivating environment
- Arousal of curiosity
- Development interference abilities
- Development of interest
- Development of research mindedness
- Development of elementary skills
- Functional learning

Demerits

- Costly, time conserving
- Lack of competent teacher
- Difficult access
- Difficult utilization
- Complex and technical
- Different of languages
- Subjectivity
- Incomplete

Suggestions

- Source books
- Discussion
- Assignment
- Educational tours
- Extracts on the black board
- Planned efforts
- Creating suitable environment

11.8 PROBLEM SOLVING METHOD

In this method the student is required to solve a problem making use of his previous knowledge. Problem solving may be defined as a planned attack upon a difficulty in which a person makes use of his ability and capacity to find suitable and satisfying solution.

According to Gates "A problem exists for an individual when he has a definite goal and he cannot reach by the behaviour pattern which he already available."

Steps of problem solving

- Recognition of the problem.

- Interpretation and delimitation of the problem.
- Collection of data.
- Organization and evaluation of data.
- Formulation of tentative solution.
- Establishing the final conclusion.
- Verification of results.

Merits

- Intellectual develop.
- Development of social qualities.
- Development of initiative and self dependence.
- Development of study habits.
- Development of self-experience.
- Assimilation of knowledge.
- Active participation.

Limitations

- Time consuming.
- Unsuitable for small children.
- Dull and monotonous.
- Lack of suitable books.
- Lack of trained teachers.
- Not useful for lower standard.
- No satisfactory results.

11.9 PROJECT METHOD

The method was given by Dewey the American philosophers psychological and practical teacher. It's a direct outcome of his philosophy.

According to Dr. Kilpatrick, "A project is a unit of whole hearted purposeful activity carried on preferably, in its natural setting."

Ballard's view, "A project is a bit of real life that has been imported into the school."

Steps

- Providing situation
- Choosing and purposing
- Planning
- Executing
- Judging or evaluating
- Suggestions
- Recording

Merits

- Based on law of learning
- Related to life
- Correlated all the subjects
- Training for citizenship
- Dignity of labour
- Character building
- Problem solving
- Source of happiness
- Freedom
- Play way method
- No indiscipline
- Economical

Demerits

- Haphazard teaching
- Upsetting the time table
- Neglect of drill work
- Neglect of literary work
- Costly

- Strain in teachers
- Lack of competent teachers
- Artificial correlation
- Unsuitable for small children
- Unsuitable for shirkers
- Unsuitable for transfers

Suggestions

- Supplement to class teaching
- Direct classroom lesson
- Readjusting syllabus
- Teacher's training
- Low cost projects
- Practice through formal teaching

11.10 SOCIALIZED RECITATION

Adam Wesley was one of the chief exponents of this method. He wanted to introduce a method which the whole class acquires knowledge with the co-operation of all the subjects. Students sit in the classroom in a semi circle. The teacher takes his seat along with the students. This method is also known as "socialized discussion method".

Adam Wesley's view, "Socialized recitation method is a sort of group discussion in which the whole class on a group of it takes part it can take various forms like a seminar a debate, a panel discussion, a symposium, a brain bust or a workshop."

Merits

- Development of attitudes and skills.
- Development of socialization.
- Social learning.
- Group learning.

- Training in leadership.
- Democracy in action.
- Development of clear thinking and self expression.
- Effective learning.
- Identifying talented students.

Demerits

- Time consuming
- Monopoly
- Futile discussion
- Inadequate mystery
- Groupism
- Unpleasant feelings
- Danger in exclusive use

Suggestions

- Important quotes
- No monopolization
- Encouragement
- Discouraging irrelevant criticism
- Adequate preparation
- Friendly atmosphere
- Teacher's role
- Free from prejudice

11.11 CONCLUSION/LET US SUM UP

The following statement of Binning in regards to the method of teaching is quite important. "If the teaching is to reach its highest degree of efficiency teacher must possess a broad understanding of all faces of methods as a part of that philosophy of education which is essential to good teaching."

11.12 CHECK YOUR PROGRESS

1. What do you know about the methods of teaching?
2. What is story method throw light on its merits demerits?
3. Write short note:
 - (i) Method of Teaching
 - (ii) Advantages of Lecture Method
 - (iii) Kinds of Sources
 - (iv) Merits of Problem Solving
 - (v) Meaning and Definition of Socialized Recitation Method?

INTRODUCTION TO MICRO-TEACHING AND ITS NEED

12.1 INTRODUCTION

You know that the economic prosperity and good quality of any nation depends upon the development of human resources of that nation. The significant fact in the development of manpower resource refers to the competencies and the level on which these competencies are imparted. You also know that it largely depends on those who develop these competencies. Therefore, for this purpose we need highly competent teachers for imparting these competencies should have the capability to perform their task efficiently. For this, they need to acquire requisite competencies themselves.

12.2 OBJECTIVES

After going through this Unit you will be able to:

- Understand the teaching skill.
- Understand the concept of micro-teaching.
- Understand the principles underlying Micro-teaching.
- Analyse the complex process of teaching into essential Micro-teaching skills.
- Understand the procedure of Micro-teaching for developing teaching skills.

12.3 DEFINING TEACHING

Teaching is a term used by many people in different ways in different situations. Let us find out what does teaching mean?

You may have your own ideas and concept about teaching. Why don't you try and give your definition of teaching?

What is Teaching?

Give your own definition in the space provided

.....
.....
.....

You might have defined teaching as one of the following:

- Teaching as the transfer of knowledge from teacher to pupils.
- Teaching as the facilitation of the pupils by the teacher in the art of learning.
- Teaching as a social act of influencing pupils by the teacher.
- Teaching as doing anything that might lead to learning.

Your attempt to define teaching is in the right direction. Teaching means all these and many more. Let us carefully study definitions of teaching given below in **Box-1**.

Box-1

Teaching means many different things, that teaching act varies from person to person and from situation to situation.

(Bar, 1961)

The behaviour or activities of persons as they go about doing whatever is required to teachers, particularly those activities which are concerned with the guidance or direction of learning of others.

(Ryan, 1965)

Teaching is the arrangement of contingencies of reinforcement under which students learn. They learn without teaching in their natural environment, but teachers arrange special contingencies which expedite learning and hastening the appearance of behaviour which would otherwise be acquired slowly or making

scene of the appearance of behaviour which might otherwise never occur.

(B.F. Skinner, 1968)

Teaching as an act of interpersonal influence aimed at changing the ways in which other persons can or will behave.

(N.L. Gage, 1963)

Box-2

The minimum requirement of any training programme is that it should enable the trainee to acquire the basis skills and competencies of a good teacher.

(Challenge of Education, A Policy Perspective 1986,
National Commission on Teachers)

Teachers' performance is most critical in-put in the field of education.....

(Challenge of Education, A Policy Perspective 1986,
National Commission on Teachers)

The teacher training too is not planned and organized to develop the spirit of inquiry, initiative, scientific temper, manual-dexterity, conceptual clarity and linguistic skills for effective speaking and writing which teachers are expected to impart to their students. Adequate attention is also not given to develop communication skills which is critical to the function of the teacher.....

(Challenge of Education, A Policy Perspective 1986,
National Commission on Teachers)

It may not be wrong to say that in such defective practical and theoretically overloaded teacher education programme, the trainee remains almost at the same level in his teaching competence even after training.....

(R.C. Das and Associates, 1980, NCERT)

From the definitions of teaching given in Box-1 it is evident that teaching is a very complex activity. However it can be roughly concluded that teaching activity:

- Is imparting knowledge or skill.
- It involves doing all things that may lead to learning.
- It is a social act of influence.

From all these components of teaching we can say that there is no specific and universally accepted definition of teaching and teacher effectiveness.

12.4 STATUS OF TEACHER TRAINING BEFORE MICRO-TEACHING

General observations about teaching and teacher training based on the findings of researches conducted in India and abroad before the introduction of Micro-teaching practice were:

- No consensus on the procedures followed in various aspects of teaching in training colleges.
- No specific training objectives to guide student teaching
- Haphazard and Undiscriminating supervision of practice teaching – ill planned, ill supervised and ill assessed.
- Subjective feed back with respect to teacher training performance.
- No research support to prove its effectiveness (Ref. **Box-2**).

In the light of these research findings and the reflections contained in 'Challenge of Education – A Policy Perspective' Micro-teaching is a new approach in teacher education. Now it has become the part and parcel of teacher education programmes relating to teacher training.

What is Micro-teaching?

Can you guess what it can be? attempt to give your own concept of Micro-teaching:

.....
.....
.....
Let us discuss:

12.5 CONCEPT OF MICRO-TEACHING

Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee

1. To teach a single concept of content
2. Using a specified teaching skill
3. For a short time
4. To a very small member of pupils

In this way the teacher trainee practices the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill.

12.5.1 Steps in Micro-teaching

The Micro-teaching programme involves the following steps:

- Step I** Particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.
- Step II** The teacher trainer gives the demonstration of the skill in Micro-teaching is simulated conditions to the teacher trainees.
- Step III** The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.
- Step IV** The teacher trainee teaches the lesson to a small group of pupils.

His lesson is supervised by the supervisor and peers.

Step V On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

Step VI In the light of the feed-back given by the supervisor, the teacher trainee replans the lesson plan in order to use the skill in more effective manner in the second trial.

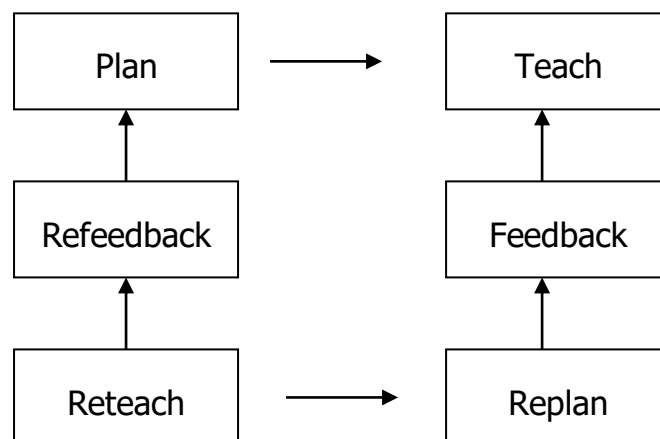
Step VII The revised lesson is taught to another comparable group of pupils.

Step VIII The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.

Step IX The 'teach-re-teach' cycle may be repeated several times till adequate mastery level is achieved.

12.5.2 Micro-teaching Cycle

The six steps generally involved in micro-teaching cycle are:- Plan, Teach, Feedback, Replan, Reteach, Refeedback. There can be variations as per requirement of the objective of practice session. These steps are diagrammatically represented in the following figure:



Diagrammatic representation of a Micro-teaching Cycle

Can you define the terms **Plan, Teach, Feed-back, Re-plan, Re-teach, Re-feedback?**

Give you own definition of the terms in the space provided:

.....
.....
.....

You are right.

Your definitions are similar to the following:

Plan This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill are possible.

Teach This involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized in the planning of the activities, the teacher should modify his/her behaviour as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

Feedback This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her

performance in the desired direction.

Re-plan The teacher trainee replans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

Re-teach This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher teaches the class with renewed courage and confidence to perform better than the previous attempt.

Re-feedback This is the most important component of Micro-teaching for behaviour modification of teacher trainee in the desired direction in each and every skill practice.

12.5.3 Rationale of Micro-teaching Procedure

The steps of the Micro-teaching procedure are based on the sequence involved in behaviour modification formulated by McDonald. The steps are:

Step I This involves stating the behaviour in operational terms.

Step II This refers to fixing of the criteria for measuring behaviours.

Step III In this step the entry behaviour of the individual is measured to know the point of initial start.

Step IV This involves the actual treatment of behaviour modification.

Step V The post-treatment measures of changed behaviour are obtained. The difference between the measures of pre and post treatments indicates the extent of behaviour modification. The cycle is repeated till desired level of behaviour is obtained.

In the Micro-teaching cycle, the same steps are involved. **Firstly** the teacher trainee knows the behaviours (components of skill) to be practiced. **Secondly** he practices such as behaviour during teach session. **Thirdly** he gets the feedback on the basis of the observation of his performance made by the supervisor. Finally the teacher trainee improves upon his/her behaviour (performance) as desired.

12.5.4 Phases of Micro-teaching

There are three phases of the Micro-teaching procedure which you have studied in the previous section of this Unit. They are:

1. Knowledge Acquisition Phase.
2. Skill Acquisition Phase.
3. Transfer Phase of Micro-teaching.

Let us discuss these phases one by one.

Knowledge Acquisition Phase: In this phase the teacher trainee learns about the skill and its components through discussion, illustrations and demonstration of the skill given by the expert. He learns about the purpose of the skill and the condition under which it proves useful in the teaching-learning process. His/her analysis of the skill into components leading to various types of behaviours which is to be practiced. The teacher trainee tries to gain a lot about the skill from the demonstration given by the expert. He discusses and clarifies each and every aspect of the skill.

Skill Acquisition Phase: On the basis of the demonstration presented by the expert, the teacher trainees plans a micro-lesson, lesson for practicing the demonstrated skill. He practices the teaching skill through the Micro-teaching cycle and continues his efforts till he attains mastery level. The feed-back component of micro-teaching contributes significantly towards the mastery level acquisition of the skill. On the basis of the performance of teacher trainee in

teaching, the feed back is provided for the purpose of change in behaviour of the teacher trainee in the desired direction.

Transfer Phase of Micro-teaching: After attaining mastery level and command over each of the skills, the teacher trainee integrates all these skills and transfer to actual classroom teaching is done during this transfer phase.

12.6 ANALYSIS OF TEACHING

We have discussed that teaching is a complex process. To reduce the complexity of teaching it is analyzed into simple teaching activities performed by the teacher during the teacher-learning process. The main objective of all these activities is to promote learning among pupils. These activities may be explaining, illustrating with examples, questioning, writing on the black board, drawing figures etc. These verbal and non-verbal activities are called teaching activities. Therefore, these specific teaching activities / arts / behaviours which are observable, definable, measurable, demonstrable and can be developed through training are known as teaching skills. The teacher uses these skills in pre-instructional, instructional and post-instructional stages in order to achieve pre-determined and specified objectives. Therefore teaching consists of a number of interrelated teaching skills, which occur at different stages of teaching.

What is a teaching skill?

From the above material you might have formed your own idea of a teaching skill. Why don't you give your own definition of a teaching skill. Attempt to define teaching skill in your own words in the space provided below:

.....
.....
.....

Your definition of teaching skill might be one of the following:

- A teaching skill is that behaviour of the teacher which facilitates pupils' learning directly or indirectly.
- A teaching skill includes all arts and behaviour of the teacher which maximizes pupils' learning.
- A teaching skill is that art of the teacher which makes communication between the teacher and pupils sufficiently.

12.6.1 Identification of Teaching Skills

There are many approaches for identifying teaching skills. The prominent among them are the following:

1. Observation of Class Room Interaction
2. Analysis of Teacher Tasks Through Interview and Discussion
3. Analysis of School Curriculum and Objectives
4. Conceptualization of a Good Teaching Model

Attempt have been made to list teaching skills. Allen and Ryan listed the following teaching skills at Stanford University in the U.S.A.

1. Stimulus Variation
2. Set induction
3. Closure
4. Teacher silence and non-verbal cues
5. Reinforcing pupil participation
6. Fluency in questioning
7. Probing questioning
8. Use of higher questions
9. Divergent questions
10. Recognizing and attending behaviour
11. Illustrating and use of examples
12. Lecturing

13. Planned repetition
14. Completeness of communication

B.K. Passi has given the following list of Teaching Skills in his book "Becoming Better Teacher; Micro-teaching Approach":

1. Writing instructional objectives
2. Introducing a lesson
3. Fluency in questioning
4. Probing questioning
5. Explaining
6. Illustrating with examples
7. Stimulus variation
8. Silence and non-verbal cues
9. Reinforcement
10. Increasing pupil participation
11. Using black board
12. Achieving Closure
13. Recognizing attending behaviour

12.7 CORE TEACHING SKILLS

You have studied the concept of Micro-teaching technique and its application for developing teaching skills among the trainees in a systematic manner. You have also learnt the identification of teaching skills and different lists of teaching skills identified by different people. On the basis of your understanding and personal experience of class teaching, point out which of the teaching skills are extensively used in daily routine teaching. Attempt to make a list of the most extensively used teaching skills in the space provided for this purpose:

.....

.....

.....

The above list might be coinciding with the list given by the experts. The list is:

1. Skill of Probing Questions
2. Skill of Explaining
3. Skill of Illustrating with Examples
4. Skill of Stimulus Variation
5. Skill of Reinforcement
6. Skill of Classroom Management
7. Skill of Using Blackboard

These skills are called Core Skills because of their extensive use in classroom teaching. The specifications of these skills are given **Table No. 1**.

12.7.1 Teaching Skills and their Specifications

S. No.	Skill	Components
1.	Probing Questions	Prompting, seeking further information, redirection, focusing, increasing critical awareness.
2.	Explaining	Clarity, continuity, relevance to content using beginning and concluding statements, covering essential points.
3.	Illustrating with examples	Simple, relevant and interesting examples appropriate media, use of inducts, deductive approach.
4.	Stimulus variation	Body movements, gestures, change in speech pattern, change in interaction style, pausing, focusing, oral-visual switching.

5.	Reinforcement	Use of praise words and statements, accepting and using pupils' idea, repeating and rephrasing, extra vertical cues, use of pleasant and approving gestures and expressions, writing pupils' answer on the black board.
6.	Classroom Management	Call pupils bynames, Make norms of classroom behaviour, attending behaviour reinforced, clarity of direction, check non-attending behaviour, keep pupils in Eye Span, check inappropriate behaviour immediately.
7.	Use of blackboard	Legible, neat and adequate with reference to content covered.

12.8 ORGANISATION OF MICRO-TEACHING CYCLE

As it is not easy and workable to get the actual pupils for the practice of the skill, because of administrative reasons, so simulated class of peers has been found suitable and useful for this purpose.

How to organize the Micro-teaching cycle for 10 teacher trainees who have come prepared with planned micro-lessons for the practice of a particular skill?

Let on discuss.

Allot the roll numbers of teacher trainees from 1 to 10 and prepare the following table.

Table No. 1 Organization of Teach Session.

Teacher (Roll No.)	Student (Roll No.)	Supervisor (Roll No.)	Feed back (Roll No.)	Replan (Roll No.)
1	3,4,5,6,7,8,9,10	2	-	-
3	5,6,7,8,9,10	4	2 to 1	
5	2,7,8,9,10	6	4 to 3	1
7	1,2,4,9,10	8	6 to 5	3
9	1,2,3,4,6	10	8 to 7	5
2	3,4,6,5,8	1	10 to 9	7
4	5,6,7,8,10	3	1 to 2	9
6	1,7,8,9,10	5	3 to 4	2
8	1,2,3,9,10	7	5 to 6	4
10	1,2,3,4,5	9	7 to 8	6

12.9 ORIGIN AND DEVELOPMENT OF MICRO-TEACHING

The idea of micro-teaching originated for the first time at Stanford University in USA, when an Experimental Project on the identification of teaching skills was in progress under the guidance and supervision of the faculty members (Bush, Allen, McDonald Acheson and many others). This project was aided by Ford Foundation and Kettering Foundation. The team of experts was assigned the development of testing and evaluation tools to measure the attainment of teaching skills. At this juncture Keath Acheson, a research worker was investigating the utility of video tape recorder in the development of technical teaching skills. This instrument could be used for recording the class interaction and the behaviours of the trainee vividly and accurately. This lead to the development of a systematic and accurate method of giving feedback to the teacher trainee. All the steps of micro-teaching technique:

Teach → Feedback → Replan → Reteach → Refeedback were formulated. Thus the name of micro-teaching was coined for this method of developing

teaching skills in 1963. Since then this technique of teacher training has been widely used in almost all Colleges and Universities of Europe and Asia. In India, it is being used with great emphasis in all the teacher training programmes of developing teaching skills and competencies among teacher trainees.

12.10 ASSUMPTIONS OF MICRO-TEACHING

From the foregoing discussion about the concept of micro-teaching you might have thought of the assumption on which it is based. Let us pinpoint them:

- Teaching is a complex process but can be analyzed into simple skills.
- Teaching skills can be practiced one by one upto mastery level under specific and simplified situation.
- Appropriate feed back if systematically given proves very significant for obtaining mastery level in each skill.
- When all skills have been mastered taken one by one, they can be integrated for real classroom teaching.
- The skill training can be conveniently transferred from simulated teaching situation to actual classroom teaching situation.

12.11 PRINCIPLES UNDERLYING MICRO-TEACHING TECHNIQUE

You have studied in the foregoing sections that micro-teaching is based on the premises that teaching can be analysed into various teaching skills which can be practiced and evaluated.

Micro-teaching seems to be based on Skinner's theory of operant condition. This theory is the very basis of feedback session. Skinner's theory of shaping a successive approximations can be applied to explain the acquisition of new patterns of behaviour in teach → feedback → reteach pattern in micro-teaching.

12.12 UNIT SUMMARY: THINGS TO REMEMBER

- Teaching is a complicated process but it can be analyzed into simple teaching tasks called teaching skills.
- Teaching skill is the set of behaviours / acts of the teacher which facilitates pupils' learning.
- Teaching is observable, definable, measurable, demonstrable and can be developed through training.
- Micro-teaching is a teacher training technique which plays a significant role in developing teaching skills among the pupil teachers.
- The procedure of micro-teaching involves the following steps : Plan → Teach → Feed-back → Re-plan → Re-teach → Re-feedback. These steps are repeated till the pupil-teacher attains mastery in the use of the skill.
- The micro-teaching cycle consists of all the steps of micro-teaching.
- For practicing teaching skill and setting of micro-teaching involves:
 - (i) a single skill for practice
 - (ii) one concept of content for teaching
 - (iii) a class of 5 to 10 pupils
 - (iv) time of practice 5 to 10 minutes
- Systematic use of feedback plays a significant role in the acquisition of the skill upto mastery level.
- After the acquisition of all the core skills it is possible to integrate them for effective teaching in actual classroom-situations.

12.13 CHECK YOUR PROGRESS

1. Micro-teaching is a technique used for developing:

- (i) moral values.
 - (ii) teaching skills.
 - (iii) concepts of content.
 - (iv) skills for preparing teaching aids.
2. The attainment of mastery level in a teaching skill:
 - (i) helps the teacher in teaching.
 - (ii) helps the learner to learn.
 - (iii) help the school to improve its results.
 - (iv) includes all the above points.
 3. List five micro-teaching skills with reasons in order of their importance in teaching.
 4. Among various steps of micro-teaching which one is most significant and why?
 5. What are the phases of micro-teaching procedure?
 6. List the principles underling micro-teaching procedure.
 7. List your own views about micro-teaching technique.

12.14 ASSIGNMENT / ACTIVITY

Observe about five lessons of teachers of your teaching subject and make a list of the activities performed by the teachers during teaching. List these activities under "Essential" and "Non-essential" Activities. Study these activities critically and make your own interpretation and draw conclusions of effective teaching.

12.15 POINTS FOR DISCUSSION/CLARIFICATION

After going through the Unit you may like to have further discussion on some points and clarification on other. Note down these points below:

12.15.1 Points for Discussion

.....

.....

.....

12.5.2 Points for Clarification

.....

.....

.....

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Sadbhavna College

GUIDELINES FOR SETTING A GOOD QUESTION PAPER

13.1 OBJECTIVES

In this unit our aim is to make the teacher aware of

- The attributes of a good test, e.g. validity, reliability and usability
- The steps required to construct a test
- The necessity of a Blue Print on the design of a test the physical assembling of questions in a paper.

After the question paper is set and marking scheme finalized, you should do a detailed question-wise analysis which will inform you of the strengths and weaknesses of the question paper.

This will help you to become better paper setters.

13.2 INTRODUCTION

Examinations have always been an important part of the total educational process. Examinations are designed and administered at different stages of education and their results are used for various purposes like improvement in learning, grading and classification of students, selection for admission to higher classes or for scholarship, certification for providing guidance for future etc.

In our country, written examinations are the most commonly used technique of testing students' achievement. Not only are they conducted by Boards of School Education as public examinations but also by each and every school in the country as terminal and annual examinations. Besides these, the written tests are organized by schools in each subject every now and then. In fact, the evaluation of students' scholastic achievement is based on these written tests and examinations.

A question paper is the basic tool used in a test or examination. It is used for a teacher to prepare a test by assembling questions on the spur of the

moment without taking into consideration the characteristics of a good test. But to serve any useful purpose a test must possess certain attributes without which it will be a poor measuring instrument.

13.2 ATTRIBUTES OF A GOOD TEST

The three main attributes of a good test are validity, reliability and usability.

- **Validity**

Validity is the most important characteristic of a good test. Validity of a test is the extent to which it measures what it attempts to measure. That is to say that a test should conform to the objectives of testing. For example, in an English Language Test where the purpose of testing is to measure the students' ability to manipulate language structures, the following test item will not be valid:

Name the part of speech of each underlined word and also state its kind:
His old typewriter should be in a museum.

This item is invalid because it is testing the students' knowledge about the language and not his/her ability to manipulate structures.

Though there are many types of validity, for a classroom teacher it is enough to know about the following three types:

1. Face Validity

Face validity means that a test, even on a simple inspection, should look valid. For example in a language test the following item is totally invalid, as it does not test language but the computation skill of the students.

The train starts from New Delhi at 8:10 hours and reaches Kanpur at 14:30 hours.

How much time does the train take to reach Kanpur from New Delhi?

To establish face validity of a test, the examiner or the teacher should go through the test and examine its contents carefully.

2. Content Validity

Content validity is very important in an achievement test as an achievement test tries to measure some specific skills or abilities through some specific content. To obtain content validity it is necessary that all the important areas of the course content are represented in the test and also that the test covers all the instructional objectives. In other words, the test should contain questions on every important area of the content in appropriate proportion and the questions should be framed in such a way that all the objectives of that course are tested properly. Content validity can also be ensured by analyzing the course content and the instructional objectives to be achieved through it and by taking the test items to both these things.

3. Empirical Validity

Empirical validity is also known as statistical validity or criterion-related validity as to ensure this a criterion is taken (which may be a standardized test, another teacher's rating on a class test, students' scores on a previous test, on the students' grades on subsequent final examination, etc.) and the scores of students are correlated with their score on the criterion test. If the scores correlate positively the test may be said to have empirical validity. Empirical validity is important because it shows statistically that a test is valid, i.e. it measures well what it intends to measure.

- **Reliability**

It refers to the consistency with which a question paper measures the achievement of students. In other words, if the test is to be reliable the chance errors must be zero. Unreliability occurs at two stages:

1. Firstly, at the level of examinee, when she is not able to understand and interpret the question properly. This may be due to vagueness in language of question or due to some other reason. This can be removed if the questions are pointed and free from ambiguity.
2. Secondly, at the level of examiners. In the absence of standard marking scheme, examiners are free to interpret and mark the questions in their own way. This contributes greatly to unreliability. A detailed marking scheme improves the reliability aspects of the question paper. Objective type and very short answer type questions are more reliable than essay-type questions. Thus, by including these questions and also by increasing the total number of questions in a question paper reliability can be increased.

- **Usability**

Usability or practicability is the third characteristic of a good test. There are a number of practical factors that are to be considered while preparing or selecting a test for use.

The first thing to be kept in mind is that the test should be of such a length that it can be administered within stipulated time. If the test is too long or too short it may not be practical to use as a classroom test.

Secondly, it is to be seen that the test is easy to administer and that clear cut directions are provided in the test so that the testees as well as the test administrators can perform their tasks with efficiency. Moreover, the facilities available for administration should also be kept in view as in case of oral tests, tape recorders may be required. If a teacher doesn't have the facility of tape recorder, she should not take up a test requiring the use of one.

Thirdly, scorability is also to be considered while using a test. When large number of students are involved, a test which can be scored quickly (preferably

by machine) is to be selected but when only one class is to be tested, perhaps a test consisting of subjective questions may also be used.

CHECK YOUR PROGRESS-1

1. What is validity? How would you ensure validity of a question paper?
2. What is reliability? How can teacher make a question paper more reliable?
3. How would you take care of the usability of a question paper?

13.3 STEPS OF TEST CONSTRUCTION

Once the teacher or the test constructor is aware of the characteristics that a good test must possess. She can proceed to construct a test, which may be either a unit test or a full-fledged question paper covering all the aspects of the syllabus. Whether the test is a unit test for use in classroom testing or a question paper for use in final examinations, the steps of test construction are the same, which are as follows:

1. Prepare a Design

The first step in preparing a test is to construct a design. A test is not merely a collection of assorted questions. To be of any effective use, it has to be planned in advance keeping in view the objectives and the content of the course and the forms of questions to be used for testing these. For this weightage to different objectives, different areas of content, and different forms of questions are to be decided, along with the scheme of options and sections, and these are the dimensions which are known as a design of a test.

a. Weightage of Objectives

To make a test valid, it is necessary to analyze the objectives of the course and decide which objectives are to be tested and in what properties. For this marks are allotted to each objective to be tested according of its importance. In English language testing the three major objectives are knowledge of the

elements of language, comprehension and expression. The weightage to all these three objectives may be decided in percentages. For example for a test of 50 marks the following weightage may be decided.

Objective	Percentage of Marks	Marks allotted
Knowledge	10%	5
Comprehension	40%	20
Expression	50%	25
Total	100%	50

b. Weightage to different areas of Content

It is necessary to analyze the syllabus and allot weightages to different areas of content. This is again done to endure the validity of the test. A hypothetical example is given below for an English language test showing weightages to content units for a class XI test.

Content Areas	Percentage of Marks	Marks allotted
Reading skills	30%	15
Writing skills	30%	15
Textual content	40%	20
Total	100%	50

c. Weightages to different forms of Question

After analyzing the objectives and the content, it is to be seen how they are to be tested. A particular objective and content can be tested more appropriate by a particular form of questions. So, different forms of questions are to be included in the test for testing different objectives and contents. For this a number of different types of questions to be included in the test and the marks carried by each of them are decided. This takes care of the reliability of test.

As an illustration, hypothetical weightage to different forms of questions in our 50 marks question paper for class XI is given below:

Forms of Questions	No. of Questions	Marks allotted	% of marks
Essay type	3	19	38%
Short answer type	9	23	56%
Very short answer type	8	8	16%
	20	50	100%

d. Scheme of Sections

The design of a question paper may also indicate the scheme of sections for the paper. For example, a question paper may consist of both multiple choice questions and supply type questions. Such a test may have two sections, one consisting of multiple choice questions and the other consisting of supply type questions like essay type, short answer and very short answer type questions. In case the examiner wants, the question paper can also be divided into sections areawise like one section for reading comprehension, another for writing tasks, third for grammar and so on. If the multiple choice questions are not substantial in number, there is no need to keep a separate section.

e. Scheme of Options

The design may indicate the patterns of options i.e. the complete elimination of overall options or retention of internal options within limits. No options are to be provided in case of multiple choice, short answer and very short answer questions; for essay type questions the teacher may like to provide internal options. While providing options, it may be kept in mind that the options are comparable in terms of objectives to be tested, the form of questions and the difficulty level of the questions. As far as possible, the major area of content should also be the same in the options.

While planning the paper, it should be so planned that the difficulty level of the questions varies so as to cater to all the students of the class and also to discriminate between high activities and low achievers. The suggested

percentage for easy and difficult questions is 20% whereas average questions can be 60%. The difficulty level of the test paper can be varied according to the level of the students. If the class has a large number of good students, then 25% to 30% difficult questions can be given.

CHECK YOUR PROGRESS-2

1. What is the purpose of preparing a design of a question paper?
2. What different decisions are to be taken in order to prepare a design?
3. Prepare a design of a class test of 30 marks in English for the class that you are teaching.

2. Preparing a Blue Print

After deciding on the design of the test, the blue print is prepared. The blueprint is a three dimensional chart which shows the placement of each question in respect of the objective and the content area that it tests. It also indicates the marks carried by each question. It is useful to prepare a blue print so that the test maker knows which question will test which objective and which content unit and how many marks it would carry. Without a blue print only the weightage are decided for objectives, content areas and types of questions. The blue print concretizes the design in operational terms and all the dimensions of a question (i.e. its objective, its form, the content area it would cover and the marks allotted to it) become clear to the test marker.

There is no set procedure for preparing a blue print. However, the following sequential steps would help in preparing a good blue print.

1. Transfer the decisions regarding weightages to objectives – knowledge, comprehension and expression on the given proforma.
2. Transfer the weightages already decided for different content units. For this, list the content units under the content areas in the column given at

the left hand and the marks under the column of total given at the right hand side.

3. Place the essay type questions first in the blue print. Place them under the objectives may be shown in the column under the objectives and the number of questions may be given in brackets.
4. If in a questions, marks are to be split between two objectives indicate it with asterisks and a dotted line as shown in the example.
5. After placing the essay type questions, place the short answer type questions under the objectives and beside the content unit that you want to test through them.
6. Place the very short answer type questions in a similar way.
7. Place the multiple choice questions in the same way – marks outside the bracket, number of questions inside the bracket.
8. Calculate the subtotals of all the questions under all the objectives.
9. Calculate the totals. Your total should tally with the weightages of objectives and content units that you had already marked on the blue print. Fill in the summary of types of questions. Scheme of sections and scheme of options.

CHECK YOUR PROGRESS

1. What is a blueprint? Why is it necessary to prepare a blue print?
2. What steps should a test maker follow in order to prepare a blue print?
3. Prepare a blueprint for the test for which you have prepared a design earlier.

3. Prepare questions based on the blue print

After the blue print is ready, questions are to be prepared according to the dimensions defined in the blueprint. For example, if there are essay type questions to be prepared to test the writing skills, one letter and one report and also a short answer question on writing a notice, the test constructor should prepare these three questions along with their options which may be comparable in terms of objectives to be tested, content areas, forms of questions and the difficulty level.

While preparing questions it must be kept in mind that the question:

1. is based on the specific objective of teaching as indicated in the blue print.
2. relates on the specific content area as per the blue print.
3. is written in the form as required by the blue print and satisfies all the rules for framing that form of questions.
4. is at the desired level of difficulty.
5. is written in clear, correct and precise language which is well within the comprehension of pupils
6. clearly indicates the scope and length of the answer.

Another thing to be kept in view while writing questions is to prepare the answers simultaneously because quite often the answers help in refining the questions.

CHECK YOUR PROGRESS-4

1. What different parameters are to be followed for writing questions for a question paper?
2. Prepare questions based on the blue print that you have prepared.

4. Assembling the Question Paper

After the questions are prepared, they are to be assembled in a question paper form. For this, instructions are to be written. General instructions for the paper may be given on top whereas instructions for specific questions may be given just before the questions.

The order of questions is also to be decided while assembling the question paper. Sometimes it is according to the forms of questions, i.e. objective type questions may be put first, then very short answer, short answer and essay type questions or it may be according to the content as in the case of a language question paper where we may have structure questions first, then questions on unseen passage and then composition questions.

The assembling editing of the question paper is important from the point of view of administration. For example, if the question is divided into two sections, one of which is to be collected within a specific time limit, clear instructions do so should be mentioned and also the arrangement of questions should be such that both the sections are easily demarcated.

5. Preparing the Scoring Key and the Marking Scheme

Scoring key is to be prepared for objective type questions and the marking scheme for other questions.

The scoring key gives the alphabet of the correct answer and the marks carried by each question. The marking scheme gives the expected outline answer and the value points for each aspect of the answer.

Detailed instructions for making are also worked out, e.g. in making compositions, etc. It is specified as to how many marks are to be deducted for spelling mistakes or structural mistakes, or if the composition is to be graded, how it is to be done and on what basis.

The detailed marking scheme is necessary to ensure consistency and uniformity in scoring by different examiners. In other words it ensures reliability of scoring.

6. Preparing Question-wise Analysis

After the question paper and marking scheme are finished, it is desirable to prepare a question-wise analysis. This analysis helps in tallying the questions in the test with the blue print. It also enables us to know the strengths and weakness of the test better, e.g. through the analysis we can know how many topics have been covered in the syllabus, what is the difficulty level of each question and what specifications are being tested by each question. The analysis is done on following points:

- i. Number of the question.
- ii. Objective tested by the question.
- iii. Specification on which the question is based.
- iv. Topic covered.
- v. Form of the question.
- vi. Marks allotted.
- vii. Approximate time required for answering.
- viii. Estimated difficulty level.

CHECK YOUR PROGRESS

1. What two things are involved in assembling a paper? Why is it important?
2. Why should a paper setter prepare a marking scheme?
3. How is question-wise analysis helpful to the paper setter?
4. Assemble and edit your question paper. Prepare a marking scheme and question-wise analysis.

13.4 LET US SUM UP

We have given you guidelines to set a good questions paper. If a paper setter follows the steps discussed above, the question paper will be a better question paper as it would test the predetermined objectives, cover all the content areas and have different forms of questions of varying difficulty level.

A word of caution is necessary here. Merely knowing the steps of preparing a question paper is not enough. A teacher, to be a good paper setter should know how to write good questions. This is something which one learns from practice and writing and reviewing more and more questions. One should also have a very clear understanding as to which objective can be tested through which form of question.

In fact preparing a good question paper requires an understanding of instructional objectives, forms of questions and the technique of preparing a question paper which a teacher may acquire through practical training under the guidance of experts.

13.5 KEY WORDS

Validity: The extent to which a test measures what it claims to measure.

Reliability: The extent to which an assessment procedure measures consistently.

SALIENT FEATURES OF THE INDIAN CONSTITUTION

14.1 INTRODUCTION

You have already read in the previous lesson about the making of the Constitution of India, its preamble and the political philosophy. We know that State, like any other organization, requires a set of laws to govern itself. A constitution is a body of laws that determines the nature of the state. It is a fundamental document according to which the government of the State functions. A constitution is, thus, the basic law which defines and delimits the powers of various organs of the government. It also enumerates the basic rights of the citizens.

The Constituent Assembly spent 2 years, 11 months 18 days to frame the constitution and adopted the draft on 26 November 1949 but the Constitution of India was enforced on 26 January, 1950. The Constitution makers of India borrowed various ideas from the Constitutions of different countries. Thus, the Constitution of India is unique in many ways with several special features.

14.2 OBJECTIVES

After studying this lesson, you will be able to:

- (i) Identify the main features of the Constitution of India;
- (ii) Distinguish between a written and an unwritten Constitution;
- (iii) Differentiate between a rigid and a flexible Constitution;
- (iv) Identify the nature of the Indian Constitution;
- (v) Establish the importance of fundamental rights and fundamental duties;
- (vi) Appreciate the special features that distinguish the Indian Constitution from other Constitutions of the world.

14.3 WRITTEN CONSTITUTION

A constitution may be written or unwritten. A written constitution is always enacted while an unwritten constitution is evolved. A written constitution is one which is framed at a given time and comes into force on the fixed date. For example, the Constitution of India was adopted and enforced by our country on 26 January 1950. An unwritten constitution, on the other hand, is a result of evolution. It is given by history. It is never framed by any Constituent Assembly. It is based on conventions, customs and statutes that grow over the countries. The British Constitution is the best example of an evolved and unwritten constitution.

The Indian Constitution is the lengthiest written Constitution in the world. It has 395 Articles and 12 Schedules. As against this constitution, the Constitution of the United States of America has only 7 Articles. The strength of a written or enacted constitution is that it is clear and definite. When the constitution is in the form of a document, people have a clear understanding about the powers of the government. In a written constitution, the rights of the people are secure. In a federal State like India, there are two sets of governments – Union Government and State Governments. The written constitution mentions clearly the division of powers between the Union and the States.

The weakness of a written constitution is, that it fails to adapt itself to changing conditions easily. Generally, the process of amending or changing a written constitution is comparatively complex. It is generally said that written constitution is helpful in providing better government, but this viewpoint can also be disputed. For example, England is a well-administered country through its constitution is mostly unwritten.

Intext Question

Fill in the blanks with appropriate words given in the brackets:

- (a) A constitution is a body of _____ (rules, laws, principles).
- (b) The Constitution of India was adopted by _____ (Constituent Assembly, Committee, State Assembly).
- (c) The Indian Constitution consists _____ Articles. (495, 395, 295)
- (d) There are _____ schedules in the Indian constitution (15, 12, 9).
- (e) The Constitution of India was enforced on _____ (15th August, 1947, 26th November, 1949, 26th January, 1950).

14.4 A COMBINATION OF RIGIDITY AND FLEXIBILITY

A constitution may be called rigid or flexible on the basis of the amending procedure. This amendment procedure can be difficult or easy. It means that a rigid constitution is one which cannot be amended easily. In other words, the constitution cannot be amended by a simple majority. It requires a special procedure where, a special majority is needed for amendment. The Constitutions of the United States of America, Switzerland and Australia are considered as rigid constitutions.

On the other hand, a flexible constitution is one which can be amended easily by an ordinary legislative process. It can be amended without any special procedure. For example the Constitution of England is flexible because any provision of the British Constitution can be changed by an act of Parliament. The strength of a rigid constitution is that it is a guarantee against hasty changes. It is stable, whereas a flexible constitution is unstable. Moreover, the fundamental rights of the people and the interests of the minorities are more secure under a rigid constitution. A flexible constitution, however, is considered progressive in nature and helpful in the development of the nation as it changes easily and

adapts to the changing circumstances. A rigid constitution, on the other hand, may not be easily changed according to the changing conditions.

The Indian Constitution is a unique example of combination of rigidity and flexibility. In our constitution there are three methods of amendment. Some of the Articles of the Constitution can be amended by a special majority of Parliament and some provisions can be amended only after ratification by legislatures of not less than half of the States with a special majority.

In federations some rigidity is considered necessary, so that the powers of the States may not be tempered with. Similarly, the State will not be able to take away even the Fundamental Rights of citizens of the India.

Intext Questions

Which of the following statements are true and which are false:

- (a) The Constitution of India is based on conventions and customs.
- (b) A written constitution is always enacted.
- (c) The Swiss Constitution is a flexible constitution.
- (d) In a rigid Constitution, the amending procedure is very easy.
- (e) The Constitution of India is a combination of rigidity and flexibility.

14.5 FEDERAL POLITY

A State may be either federal or unitary. An example of a federal State is the United States of America and the example of a unitary State is the United Kingdom. In a unitary system, there is only one government for the whole country. In a federal system, the State is divided into various units. There is one government for the whole country called the Union or Central government. Also, there is a government for each of the Units or States. There is a distribution of powers between the Centre and the State governments. Distribution of power is necessary, because, without it, a federation cannot exist. In India, there are

three lists of powers such as Union List, State List and the Concurrent List. These lists have been explained in detail in Lesson 8.

In a federal system, the constitution is generally rigid and supreme. This supremacy of the constitution forces every one to abide by it.

The supremacy of judiciary is an essential feature of a federation, so that the constitution could be interpreted impartially. In India, the Supreme Court has been established to guard the Constitution. However, in case of Indian Federalism, more power is given to the Union Government as regards administrative legislative, financial & judicial matters are concerned. Certain unitary features such as: a flexibility of the Constitution, division of powers favouring the Central Government, appointment of Heads of State Governments by the Central Government, single unified judiciary, etc. further substantiates the unitary nature at our federalism where the states autonomy is limited. Therefore, this quasi federal set-up is a unique feature of the Indian Constitution.

14.6 PARLIAMENTARY DEMOCRACY

The Constitution of India provides for a parliamentary form of democracy. This system has been borrowed from the British system. In a parliamentary democracy, there is a close relationship between the legislature and the executive. Hence the cabinet is selected from among the members of legislature as well as it is responsible to it. In other words, it holds office so long as it enjoys the confidence of the legislature.

In this form of democracy, the head of the State is nominal. In India, the President is the head of the State. Constitutionally, he enjoys many powers but in practice he does not exercise these powers. It is the Council of Ministers headed by the Prime Minister, which really exercises these powers.

14.7 FUNDAMENTAL RIGHTS AND DUTIES

Fundamental rights and duties are one of the important features of the Indian Constitution. We were denied most of the civil and political rights by the British, hence, one of the important aspirations of the people of India was that they should have some basic rights, i.e. right to freedom, right to equality, etc. The Indian Constitution provides several fundamental rights. These rights include Right to Equality, Right to freedom, Right against Exploitation, Right to Freedom of Religion. Cultural and Educational Rights, and Right to Constitutional Remedies.

These Fundamental Rights are justiciable and are protected by the court. In case of violation of any of these rights one can move to the court of law and secure them. But the Fundamental Rights are not absolute or unlimited. In the Lesson 6 you will learn about the Fundamental Rights in detail.

Fundamental Duties were added to our Constitution through the 42nd Amendment. It lays down a list of ten fundamental duties for all the citizens of India. While the rights are guarantees given to the people and the State is bound to protect them, the duties are obligations, which every citizen is expected to perform. The duties are non-justiciable and their violation is, therefore, not punishable. (About these duties you will read in detail in Lesson 7)

Intext Questions

Fill in the blanks with appropriate words given in the brackets:-

- (a) India is a _____ State. (unitary, federal, quasi-federal)
- (b) In a parliamentary democracy the _____ enjoys the real power.
(people, president, cabinet)
- (c) The Fundamental Rights are the _____ (absolute; justiciable; unlimited)

(d) The Fundamental Duties were included through the _____ amendment (42nd; 44th; 46th)

14.8 DIRECTIVE PRINCIPLES OF STATE POLICY

Directive Principles of State Policy is another unique feature of our Constitution. The founding fathers of our Constitution borrowed the ideas from the Irish Constitution. Most of the socio-economic rights of the people which the founding fathers wanted to add in Chapter III but could not include them because of economic constraints. They have thus been included under these Principles. The Directive Principles were included in our Constitution in order to provide economic justice and to avoid concentration of wealth in the hands of a few people.

The Directive Principles are instructions given by the Constitution to all the governments in the country. The governments, whether the Union or the States, are expected to frame their policies in accordance with these Directive Principles. The aim of the Directive Principles is to establish a Welfare State in India. They are, however, not binding on the governments, but they are fundamental in the governance of the country. Therefore, the government cannot ignore them. They are the Directives of the future governments to incorporate them in the decisions and policies to be formulated by them. You will read in detail about them in Lesson 7.

14.9 SINGLE INTEGRATED JUDICIAL SYSTEM

India has a single integrated judicial system. The Supreme Court and the High Courts form a single integrated judicial structure with jurisdiction over all laws. It means jurisdiction over the union, state, civil, criminal or constitutional laws. Unlike the judicial system of the United States, we do not have separate federal and State courts. The entire judiciary is one hierarchy of courts. The judges of the Supreme Court are appointed from among the experienced judges of the High Courts. Similarly, a good number of judges of the High Courts are

appointed from among the experienced judges of the lower courts. There is a provision of transfer of the judges from one High Court to another within the country. The High Courts have right of supervision on the lower courts. Similarly, the Supreme Court may give any direction to the High Courts. As the Supreme Court stands at the apex of the Indian judicial system, its word is the final law of the land. Thus, Indian judiciary is fully integrated. You will read in detail about the Indian judicial system in Lesson 14.

14.10 INDEPENDENCE OF JUDICIARY

In addition to the single integrated judiciary, another important feature of the Indian Constitution is the provision of an independent judiciary. The Indian judiciary is free from the influence of the executive and the legislature. The judges are appointed on the basis of their qualifications and cannot be removed easily. Their salaries and allowances are protected. They are paid adequate salaries. The judiciary has to interpret the Constitution, safeguard the Constitution, protect the Fundamental Rights and settle the disputes between the Union and the States.

Intext Questions

Choose the right answer:

- (a) The Directive Principles are instructions given by the Constitution to
 - (i) All the governments in the country.
 - (ii) All the people of India.
 - (iii) All the members of Parliament.
- (b) The Supreme Court of India has jurisdiction over:
 - (i) Criminal laws only
 - (ii) Civil laws only
 - (iii) All constitutional laws
- (c) The judges of the Supreme Court are appointed from among
 - (i) The experienced judges of the lower courts.

- (ii) The experienced judges of the upper courts.
- (iii) The experienced judges of the high courts.
- (d) The Fundamental Rights are protected by
 - (i) Constitution
 - (ii) Judiciary
 - (iii) Parliament

14.11 SINGLE CITIZENSHIP

In a federal State, usually double citizenship is given to the citizens. For example, in the United States of America every person is a citizen of his or her State and also of the United States of America. Thus, a person can get employment either under the federal government or under the government of his own State only. In India, we have adopted single citizenship. It means that every Indian is a citizen of India, irrespective of the place of his residence. He or she is not a citizen of the constituent State like Uttar Pradesh, Haryana, Punjab, etc. to which he or she belongs. All the citizens of India can secure employment anywhere in the country and they enjoy all the rights equally in all parts of India.

14.12 UNIVERSAL ADULT FRANCHISE

Indian democracy is the biggest in the world wherein we have adopted a government of the people for the people and by the people. The citizens elect their representatives for the legislative branch of the government. Every citizen of India who is 18 years of age or above is entitled to vote in these directions irrespective of, caste, sex, race, religion and status. Without the universal adult franchise, democracy is meaningless. Even in the advanced democracies of the western world, the right to vote was extended to all adults only gradually. Every person has the right to only one vote. Thus the Indian Constitution, through universal adult franchise, establishes political equality in India.

Intext Questions

Fill in the blanks with appropriate words given in the brackets:

- (a) The United State of America has a system
- (b) Single citizen means a person is a citizen of his own State only a person is a citizen of the whole union a person is a citizen of his native places.

14.13 WHAT YOU HAVE LEARNT

After studying the salient features of the Indian Constitution, one can say that it has certain features which distinguish it from other constitutions. For example, the Indian Constitution is the lengthiest written constitution in the world. It has 395 Articles and 12 Schedules. Besides, the Indian Constitution is a combination of rigidity and flexibility. Some of the provisions of our Constitution cannot be amended easily and if requires a special majority for amendment. On the other hand, certain other provisions can be amended by the simple majority only. Another important feature of the Constitution of Indian is its federal set-up in India. The constitution is supreme. There is a clear division of powers between the Union government and the State governments. The Supreme Court of India protects the constitution.

Constitution of India provides for a parliamentary form of democracy. There is a close relationship between the Legislature and the Executive. There is a Council of Ministers headed by Prime Minister who enjoys the real powers, and is responsible to in Parliament. The Indian Constitution provides a number of fundamental rights. These rights are justifiable. These rights are protected by the Supreme Court and the High Courts. In case of violation of any of these rights, one can move to the courts. Later on, fundamental duties for all the citizens of India were also included in our constitution. These duties are justifiable but every citizen is expected to follow them. Similarly, the Directive Principles of State Policy were also included in our Constitution. These principles

are instructions given by the Constitution to all the governments in the country. The governments are expected to frame their policies in accordance with these Directive Principles.

India has a single integrated judicial system. The Supreme Court has the High Courts from a single integrated judicial structure with jurisdiction over all laws. The entire judiciary is one hierarchy of courts. The Indian judiciary is free from the influence of the executive and the legislature. The judiciary has duty to interpret the constitution, safeguard the constitution, protect the Fundamental Rights and settle the disputes between the Union and the States.

In India, we have single citizenship. It means that every Indian as a citizen of India. The citizens who are 18 years of age or above are entitled to vote in the elections.

Terminal Exercises

1. Discuss briefly about a written constitution.
2. Distinguish between a rigid and a flexible constitution.
3. Explain briefly India as a federal state.
4. What is the relationship between the Fundamental Rights and the Fundamental Duties?
5. Write a brief note on the following:
 - (a) Independence of Judiciary
 - (b) Single integrated judicial system
 - (c) Universal Adult Franchise

INDIA'S FOREIGN POLICY

15.1 INTRODUCTION

Every sovereign country has its foreign policy. India too has one. Foreign policy refers to the sum total of principles, interests and objectives which a country promotes while interacting with other countries. Even though there are certain basic features of a foreign policy it is not a fixed concept. The thrust of foreign policy keeps on changing according to changing international conditions. India's foreign policy is shaped by several factors including its history, culture, geography and economy. Our Prime Minister, Jawaharlal Nehru, gave a definite shape to the country's foreign policy.

15.2 OBJECTIVES

After studying this lesson, you will be able to

- Identify the basic principles of India's foreign policy;
- Explain the meaning and significance of non-alignment;
- Analyse the relevance of non-alignment in the post cold war period;
- Explain the major concerns in India's foreign policy in the post cold war period;
- Recognize India's contribution to UN efforts for peace and disarmament;
- Explain India's participation in UN peace keeping and its claim for a permanent seat in the Security Council.

15.3 BASIC OBJECTIVES AND PRINCIPLES OF FOREIGN POLICY

Preservation of national interest, achievement of world peace, disarmament, independence for Afro-Asian nations have been important objectives of India's foreign policy. These objectives are sought to be achieved through some principles viz. Panchsheel; non-alignment; anti-colonialism, anti-

imperialism, anti-racism, and strengthening the UN. It would be befitting to expand these principles.

1. Panchsheel

Nehru was a believer in world peace. He understood the linkage between peace for development and survival of mankind. He had seen the destruction caused by the two world wars and therefore realized that for the progress of a nation a long spell of peace was needed. In its absence social and economic priorities relating to development tend to get pushed to the background. The production of nuclear weapons strengthened Nehru's faith in the peaceful philosophy even more. Hence he gave utmost importance to world peace in his policy planning. India's desired peaceful and friendly relations with all countries, particularly the big powers and the neighbouring nations, while signing an agreement with China, on April 28, 1954, India advocated adherence to five guiding principles known as Panchsheel for the conduct of bilateral relations. It includes the following:

- Mutual respect for each other's territorial integrity and sovereignty.
- Mutual non-aggression.
- Mutual non-interference in each other's internal affairs.
- Equality and mutual benefit.
- Peaceful co-existence.

The Panchsheel agreement enumerates best the principles of peaceful co-existence with neighbours. It is an important component of India's foreign policy.

2. Non-alignment

Non-alignment has been regarded as the most important feature of India's foreign policy. Non alignment aimed to maintain national independence in foreign affairs by not joining any military alliance formed by the USA and Soviet Union in the aftermath of the Second World War. Non-alignment was neither neutrality

nor non-involvement nor isolationism. It was a dynamic concept which meant not committing to any military bloc but taking an independent stand on international issues according to the merits of each case. The policy of non-alignment won many supporters in the developing countries as it provided an opportunity to them for protecting their sovereignty as also retaining their freedom of action during the tension ridden cold war period.

India played an important role in forging the non-aligned movement (NAM). The concept of NAM emerged through a gradual process. Nehru took the initiative to convene the Asian Relations Conference in New Delhi in 1947. Later on a Conference, of 29 countries of Asia and Africa was held in Bandung (Indonesia) in 1955. This was the first gathering of its kind which pledged to work together for colonial liberation, peace, cultural, economic and political cooperation. Bandung to Belgrade in 1961 where the first NAM conference was held was a logical process to project an alternative to cold war bloc politics and assertion of newly independent countries of their independent and sovereign rights.

Cold War was intense rivalry between USA and Soviet Union without fighting a direct war to attract allies in Africa, Asia and Latin America. It started soon after the Second World War and continued for forty five years. These two big countries became two opposite poles known as East and West. The world politics revolved around these two poles. Thus the world became *bipolar*.

Among the non-aligned, Nehru had evolved special relationship with President Tito of Yugoslavia and Nasser of Egypt. These three are regarded as the founding fathers of the Non-Aligned Movement. The non-aligned movement was a group of the newly independent states who refused to accept the dictates of the former colonial masters and decided to act according to their own judgement on issues of international concern. Non-aligned movement is anti-imperialist in approach. India as the prime architect of non-alignment and as one

of the leading members of the non-aligned movement has taken an active part in its growth.

The Non-Aligned Movement is providing all member states, regardless of size and importance, an opportunity to participate in global decision making and world politics. India hosted the Seventh NAM Summit at New Delhi in 1983. India hoped NAM take up the cause of development, disarmament and the Palestine question.

Since NAM was a product of the cold war scenario and the bipolar world, many scholars have questioned the relevance of NAM after the end of cold war and demise of the Soviet Union. However, even in the presence scenario NAM has a significant role to play, first, with the disintegration of Soviet Union, the world faces threat from unipolar world. The NAM can act as a check against US dominance. Secondly the developed (North) and developing (South) world are divided over several economic issues. The NAM remains a very relevant forum for third world countries to engage the developed nations in a productive dialogue. Moreover, the NAM can prove to be powerful instrument for South-South cooperation. Such a thing is essential if the third world countries are to increase their bargaining power vis-à-vis the developed world. India continues to take active part in the non-aligned movement even after the end of cold war. Finally, the developing countries united under the forum of NAM have to fight for the reform of UN and change it according to the requirements of 21st century.

3. Anti Imperialism, Anti Racism, Anti Colonialism

India has always opposed colonialism and racism. Whenever any injustice happened, India raised her voice, for instance in favour of Indonesia's nationality fighting the Dutch colonialism in 1947, against South Africa's illegal occupation of Namibia and the infamous apartheid policy in South Africa India fully supported inclusion of communist China in the United Nations.

4. Strengthening of UN

India has always viewed UN as a vehicle for peace and for peaceful change in world politics. Apart from this, India has always expected UN to actively involve countries to moderate their differences through talks or negotiations. Further, India has advocated active role for UN in development effort of Third World countries. India has pleaded for a common united front of the third world countries in the UN. It believes that the non-aligned world by virtue of its massive number could play a constructive and meaningful role in the UN by stopping the superpowers from using this world body for their own designs. As early as 1950 India linked the reduction of armaments with the larger goal of development.

The UN has in fact played a key role in preserving world peace by helping in the decolonization process, by providing humanitarian and developmental assistance and through peacekeeping.

Decolonization – refers to achievement of independence from colonial rule. After the Second World War many colonies of achieved freedom in Asia and Africa.

Intext Questions

1. Fill in the blanks:

- (a) _____ was the main architect of India's foreign policy.
- (b) The Afro-Asian Conference, 1955 was held at _____.
- (c) The first NAM Conference was held at _____ in the year _____.
- (d) The Panchsheel agreement was signed between _____ and _____.
- (e) India hosted NAM Summit in _____.

2. Tick (✓) the correct answer:

- (a) Non-alignment and neutrality can be treated as same. (True/False)

- (b) India opposed the policy of apartheid as practiced by the government of South Africa. (True/False)
- (c) Nehru along with Tito and Nasser played a major role in the founding of NAM. (True/False)

15.4 MAJOR CONCERNS IN INDIA'S FOREIGN POLICY IN THE POST COLD WAR PERIOD

The end of cold war in 1989 has brought about significant changes in the international scene and hence new policy problems for the various states in the developing world including India. The new situation is made by greater uncertainty and complexity.

For India, disintegration of the Soviet Union has meant uncertainty on several aspects viz. supply of weapons system, supply of spare parts, diplomatic support on Kashmir and other politico-strategic issues in and outside the United Nations and as a counter weight to US in South Asia. During the last one decade and a half international politics has undergone major changes. The cold war has ended, the world has become unipolar, a number of states have disintegrated, cold war military blocs have lost their significance, some such blocs have dissolved and new regional economic blocs are shaping up. Globalization has given rise to new set of problems such as terrorism, money laundering, proliferation of weapons, global warming etc. These problems are not endemic to any region but affect all the countries to some extent or the other. This has forced many nation states which were hitherto enemies to cooperate with each other to solve problems which are universal in nature. In this changed international scenario it has become imperative for UN to restructure and reform itself if it is to effectively respond to emerging challenges.

Militancy in Kashmir has emerged as the foremost challenge to our foreign policy. Pakistan and the Western countries blamed India for violating human rights and denial of rights to self determination. Gradually, India brought the situation under control.

Because of the Kashmir dispute, India's relations with Pakistan sharply deteriorated. India accused Pakistan of fanning trouble through cross border terrorism in Kashmir and other parts of our country. India conducted nuclear weapon tests in 1998, followed by Pakistan's tests. Pakistan resorted to further mischief by secretly sending its soldiers into Kargil in order to cut off the Kashmir valley from the rest of India. India handled the challenge firmly and effectively. Now engaging Pakistan in a constructive and composite dialogue process remains a challenge to India's foreign policy, because there is a great deal of push from the United States.

Spread to terrorism to corners beyond Kashmir is a challenge as well as opportunity for our foreign policy now a days. India is interested in forging anti-terrorism coalition with as many countries as possible.

Keeping old friendship and looking for new friendships is another challenge for our foreign policy after the cold war has ended. For example, India is interested in strengthening its relations without damaging its relations with Arab countries. Similarly India's foreign policy is tackling new tasks like deepening economic and security cooperation with the United States, while at the same time opposing unilateral actions against Iraq and Yugoslavia. Finally, India is realizing the growing importance of economic aspects of foreign policy. Hence, it is trying to establish a new basis for its relations with neighbouring countries in South Asia, China and the South East Asian countries.

Intext Questions

Tick (✓) the correct answer:

- (a) International relations in the post cold war period is based upon the bipolar model. (True/False)
- (b) Kashmir issue became the biggest foreign policy problem for India in 1990s. (True/False)

- (c) India's foreign policy after cold war wants to neglect Arab countries and embrace Israel. (True/False)
- (d) India is trying to forge a coalition of countries to counter terrorism. (True/False)

15.5 INDIA AND THE UNITED NATIONS

1. India's Contribution to UN Efforts for Peace and Disarmament

The United Nations which came into being on Oct. 24, 1945 has been the most important international organization since the Second World War. The formal basis for UN activities is the UN charter. The UN has a vital role in world affairs. For more than fifty years UN has helped to manage relations between states and regulate a broad range of international activities. It has worked to protect the security of people and promote peace and development. One way in which UN has contributed to world peace is by taking up the cause of disarmament India has also contributed immensely to UN's disarmament efforts.

Disarmament is limitation, reduction and possible elimination of dangerous (like nuclear) weapons.

Since independence, India has consistently pursued the objective of global disarmament based on the principles of non-discrimination. Given the destructive capacity of nuclear weapons, India has always believed that a world free of nuclear weapons would enhance global security. Thus India has always advocated that highest priority be given to nuclear disarmament as a first step towards general and complete disarmament.

India has contributed to UN significantly on disarmament in terms of ideas, resolutions, initiatives and bridging differences through action plans. In 1948, India has proposed limiting the use of atomic energy to peaceful purposes and elimination of nuclear weapons from national arsenals. In 1950, India suggested formation of a UN Peace Fund created through peaceful reduction of arms and

directing the amount thus released towards development purposes. In 1954, India advocated the cause for the comprehensive nuclear test ban treaty. India was the first to become party to partial Test Ban Treaty in 1963. Hence India strongly and consistently refused to join the Treaty. In 1964, India took the initiative to place the item 'non-proliferation of weapons' on UN agenda. However, the purpose was defeated by the (1968) carried that a large number of countries from going nuclear, without firm restrictions on the few nuclear weapon countries activities Nuclear Non-proliferation Treaty Although our country alleged to oppose to problem.

In 1984, India launched a Six-Nation Five Continent Peace Initiative along with Argentina, Greece, Mexico, Sweden and Tanzania. Four years later (in a joint declaration issued on the occasion of visit of President Gorbachev of Soviet Union the then Prime Minister, Rajiv Gandhi made a forceful plea for the elimination of nuclear weapons. The Delhi declaration enumerated ten principles for building a nuclear weapon free world). In 1988, Rajiv Gandhi proposed an Action Plan for ushering in a nuclear weapon free and non-violent world order. The Action Plan envisaged a binding commitment by all nations to the elimination of nuclear weapons in stages by 2010. India is also an original signatory to the Chemical Weapons Convention, having signed it on Jan. 14, 1993 and was among the first 65 countries to have ratified the treaty. In 1993 India sponsored a resolution on comprehensive test ban along with the US within the overall framework of advancing towards nuclear disarmament. India was distressed when final version of the CTBT was rushed through without consensus. And it failed to address the security reasons of India. Hence it bravely stood against the steady fashion in which some tests use canned while sophisticated nuclear tests were not in a way, India's conduct of nuclear tests in 1998 could be linked to the unfair framework of CTBT, though many initially misunderstood India's tests as a negative development for disarmament; India pledged to continue to work for inaugural and non-discriminatory nuclear disarmament.

Intext Questions

1. India has always stood for
 - (a) A nuclear weapons free world
 - (b) A world where every country has nuclear weapons
 - (c) A world where nuclear weapons are selectively held by few countries.
2. What do the following abbreviations stand for?
 - (a) CTBT
 - (b) NPT

2. **India's participation in UN peacekeeping**

India's history of participation in UN peacekeeping operations is a long one. India's contribution has been described as excellent by many political observers. In UN India's contribution has been acknowledged by members of the international communities.

Peace keeping stands for prevention, containment and termination of hostilities between or within states through the non offensive activities of multinational forces of soldiers, police and civilian people sent into the authority of the United Nations with the consent of the countries concerned. Peacekeeping nations changed in its scope and nature according to needs of a conflict situation.

India has taken part in 35 of UN peacekeeping operations in four continents. Its most significant contribution has been to peace and stability in Africa and Asia. Presently India is ranked as the largest troop contributor to UN.

The saga of India's role in UN peace keeping began with the establishment of the United Nation's Emergency Force (UNEF) in the Gaza strip and the Sinai in 1956 after Israeli war against Egypt ended. The Congo in Africa benefited

significantly from troop presence. India's contributed to keep unity and integrity of that history in 1960s.

After the end of cold war, India's contribution to UN peacekeeping remains significant equally, if not more, military personal at the request of the United Nations Secretary General to Angola, Cambodia, Somalia, El Salvador and Sierra Leone etc. Many of these countries were victims of chaos caused by civil wars. No government machinery collapsed or was discredited. India sent not just troops, but police, doctors, engineers and administrators.

Intext Questions

- Q.1. The first peacekeeping nation with Indian troops was sent to
- (a) Korea
 - (b) Sinai
 - (c) Congo
- Q.2. Which of the following statements is false?
- (a) India is one of the second largest troop contributors to UN peacekeeping.
 - (b) Peacekeeping was confined to cold war years.
 - (c) India's role was significant in protecting the Congo from separation.
- Q.3. India's contribution to peacekeeping included
- (a) Only troops.
 - (b) Only non-military staff.
 - (c) Both military and civilian staff.

15.6 INDIA'S CASE FOR A PERMANENT SEAT IN THE SECURITY COUNCIL

As you already know, the efficiency of peace maintenance in the world depends on the effectiveness of the Security Council but the Council has suffered in this regard due to its outdated, unchanged membership. Presently the permanent membership of the Security Council is confined to US, Russia, Great

Britain, France and China. However, such composition of the Security Council does not take into account the current global power configuration which has changed since the days when these countries were inducted as permanent members. Since India has emerged as the fourth fastest growing economy and also because of the leadership it has provided in all international fora, its contribution to UN peacekeeping, its track record in espousing the cause of the third world, India has a strong case for a permanent seat in the Security Council. We are getting support from many friendly countries. A final decision on the matter is likely to take some time, because of its complexity.

Intext Questions

- Q.1. Which of the following is not a permanent member of the Security Council?
- (a) Russian
 - (b) Great Britain
 - (c) India
 - (d) China
- Q.2. Which of the following statements is false?
- (a) Cold war is over
 - (b) Soviet Union has disintegrated
 - (c) Globalisation is a reality
 - (d) United Nations has been dissolved.

15.7 WHAT HAVE YOU LEARNT / LETS SUM UP

India has followed certain basic principles in the conduct of its foreign policy from which it has not deviated much. In fact some of its basic features such as non-alignment still remain significant and relevant. The proof of the durability of some decades old principles lie in the efforts of India and China to revive the fifty year old Panchsheel as the basis of bilateral relations. India has contributed significantly to UN efforts for peace and disarmament and to UN peacekeeping operations. Even as India is poised to become an economic superpower in the coming times, it always has and in future too will take

necessary steps to further its national interest in every respect i.e. political, strategic and economic terms.

15.8 CHECK YOUR PROGRESS

1. Discuss the basic tenets of India's foreign policy.
2. Discuss the relevance of the policy of non-alignment.
3. How far are India's claim for a permanent seat in the Security Council justified?
4. What are the challenges that confront India after the end of cold war and disintegration of Soviet Union?
5. Write short notes on
 - (a) Panchsheel agreement
 - (b) India's contribution to UN efforts for disarmament
 - (c) India's participation in UN peacekeeping.

HUMAN RIGHTS

16.1 INTRODUCTION

We, the People of India, having solemnly resolved to constitute India into a Sovereign Socialist Secular Democratic Republic and to secure to all its citizens:

Justice, social, economic and political;

Liberty of thought, expression, belief, faith and worship;

Equality of status and of opportunity; and to promote among them all

Fraternity assuring the dignity of the individual and the unity and integrity of the Nation;

In our constituent assembly this twenty-sixth day of November, 1949, do hereby Adopt, Enact and give to ourselves this constitution.

The Union and its Territory

1. Name and territory of the Union

- (1) India, that is Bharat, shall be a Union of States.
- (2) The States and the territories thereof shall be as specified in the First Schedule.
- (3) The territory of India shall comprise –
 - (a) The territories of the States;
 - (b) The Union territories specified in the First Schedule; and
 - (c) Such other territories as may be acquired.

2. **Admission or establishment of new states:** Parliament may by law admit into the Union, or establish, new States on such terms and conditions as it thinks fit.

(Sikkim to be associated with the Union). Rep. by the Constitution (Thirty-Sixth Amendment) Act, 1975, s. 5 (w.e.f. 26.4.1975).

3. Formation of new states and alteration of areas, boundaries or names of existing states: Parliament may by law -

- (a) Form a new state by separation of territory from any state or by uniting two or more state or parts of states or by uniting any territory to a part of any State.
- (b) Increase the area of any state;
- (c) Diminish the area of any state;
- (d) Alter the boundaries of any state;
- (e) Alter the name of any state;

16.2 FUNDAMENTAL RIGHTS

Definition

In this part, unless the context otherwise requires, "the State" includes the Government and Parliament of India and the Government and the Legislature of each of the States and all local or other authorities within the territory of India or under the control of the Government of India.

Laws inconsistent with or in derogation of the fundamental rights

- (1) All laws in force in the territory of India immediately before the commencement of this Constitution, in so far as they are inconsistent with the provisions of the Part shall, to the extent of such inconsistency, be void.
- (2) The state shall not make any law which takes away or abridges the rights conferred by this Part and any law made in contravention of this clause shall, to the extent of the contravention, be void.
- (3) In this article, unless the context otherwise requires –

- (a) "Law" includes any Ordinance, order, bye-laws, rule, regulation, notification, custom or usage having in the territory of India the force of law;
 - (b) "Laws in force" includes laws passed or made by a Legislature or other component authority in the territory of India before the commencement of this Constitution and not previously repealed, notwithstanding that any such law or any part thereof may not be then in operation either at all or in particular areas.
- (4) Nothing in this article shall apply to any amendment of this Constitution made under article 368.

16.2.1 Right to Equality

Equality before law

The state shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.

Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth

- (1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.
- (2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to –
 - (a) Access to shops, public restaurants, hotels and places of public entertainment, or

- (b) The use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of state funds or dedicated to the test of the general public provision for women and children.
- (4) Nothing in this article or in clause (2) of article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes.

Equality of opportunity in matters of public employment

- (1) There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.
- (2) No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of, any employment or office under the State.
- (3) Nothing in this article shall prevent Parliament from making any law prescribing, in regard to a class or classes of employment or appointment to an office under the Government of, or any local or other authority within, a State or Union territory, any requirement as to residence within that State or Union territory prior to such employment or appointment.
- (4) Nothing in this article shall prevent the State from making any provision for the reservation of appointments or posts in favour of any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under the State.
- (4A) Nothing in this article shall prevent the State from making any provision for reservation in matters of promotion, with consequential seniority, to any class or classes of posts in the services under the State in favour of the Scheduled Castes and the Scheduled Tribes which, in the opinion of the State, are not adequately represented in the services under the State.

- (4B) Nothing in this certain shall prevent the State from considering any unfilled vacancies of a year which are reserved for being filled up in that year in accordance with any provision for reservation made under clause (4) or clause (4A) as a separate class of vacancies to be filled up in any succeeding year or years ad such class of vacancies shall not be considered together with the vacancies of the year in which they are being filled up for determining the ceiling of fifty percent reservation on total number of vacancies of that year.
- (5) Nothing in this article shall affect the operation of any law which provides that the incumbent of an office in connection with the affairs of any religious or denominational institution or any member of the governing body thereof shall be a person professing a particular religion or belonging to a particular denomination.

Abolition of Untouchability

“Untouchability” is abolished and its practice in any form of forbidden. The enforcement of any disability arising out of “Untouchability” shall be an offence punishable in accordance with law.

Abolition of Titles

- (1) No title, not being a military or academic distinction, shall be conferred by the state.
- (2) No citizen of India shall accept any title from any foreign state.
- (3) No person who is not a citizen of India shall, while he holds any office of profit or trust under the state, accept without the consent of the President any title from any foreign state.

- (4) No person holding any office of profit or trust under the State shall, without the consent of the President, accept any present, emolument, or office of any kind from or under any foreign state.

16.2.2 Right to Freedom

1. All citizens shall have the right -
 - (a) To freedom of speech and expression;
 - (b) To assemble peaceably and without arms;
 - (c) To form associations or unions;
 - (d) To move freely throughout the territory of India;
 - (e) To reside and settle in any part of the territory of India; and
 - (g) To practice any profession, or to carry on any occupation, trade or business.
2. Nothing in sub-clause (a) to clause (1) shall affect the operation of any existing law, or prevent the State from making any law, in so far as such law imposes reasonable restrictions on the exercise of the right conferred by the said sub-clause in the interests of the sovereignty and integrity of India, the security of the State, friendly relations with foreign States, public order, decency or morality, or in relation to contempt of court, defamation or incitement to an offence.

Protection in respect of conviction for offences

1. No person shall be convicted of any offence except for violation of a law in force at the time of the commission of the Act charged as an offence, nor be subjected to a penalty greater than that which might have been inflicted under the law in force at the time of the commission of the offence.
2. No person shall be prosecuted and punished for the same offence more than once.

3. No person accused of any offence shall be compelled to be a witness against himself.

Protection of Life and personal liberty

No person shall be deprived of his life or personal liberty except according to procedure established by law.

Protection against arrest and detection in certain cases

1. No person who is arrested shall be detained in custody without being informed, as soon as may be, of the grounds for such arrest nor shall be denied the right to consult, and to be defended by, a legal practitioner of his choice.
2. Every person who is arrested and detained in custody shall be produced before the nearest magistrate within a period of twenty four hours of such arrest excluding the time necessary for the journey from the place of arrest to the court of the magistrate and so such person shall be detained in custody beyond the said period.

16.2.3 Right against Exploitation

Prohibition of traffic in human beings and forced labour

1. Traffic in human beings and begar and other similar forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law.
2. Nothing in this article shall prevent the State from imposing compulsory service for public purposes, and in imposing such service the State shall not make any discrimination on grounds only of religion, race, caste or class or any of them.

Prohibition of employment of children in factories, etc.

No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment.

16.2.4 Right to Freedom of Religion

Freedom of conscience and free profession, practice and propagation of religion

1. Subject to public order, morality and health and to the other provisions of this Part, all persons are equally entitled to freedom of conscience and the right freely to profess, practice and propagate religion.
2. Nothing in this article shall affect the operation of any existing law or prevent the State from making any law –
 - (a) Regulating or restricting any economic, financial, political or other secular activity which may be associated with religious practice.
 - (b) Providing for social welfare and reform or the throwing open of Hindu religious institutions of a public character to all classes and sections of Hindus.

Explanation I: The wearing and carrying of kirpans shall be deemed to be included in the profession of the Sikh religion.

Explanation II: In sub-clause (b) of clause (2), the reference to Hindu shall be construed as including a reference to persons professing the Sikh, Jaina or Buddhist religion, and the reference to Hindu religious institutions shall be construed accordingly.

Freedom to manage religious affairs

Subject to public order, morality and health, every religious denomination or any section thereof shall have the right –

- (a) To establish and maintain institutions for religious and charitable purposes.
- (b) To manage its own affairs in matters of religion.
- (c) To own and acquire movable and immovable property; and
- (d) To administer such property in accordance with law.

Freedom as to payment of taxes for promotion of any particular religion

No person shall be compelled to pay any taxes, the proceeds of which are specifically appropriated in payment of expenses for the promotion or maintenance of any particular religion or religious denomination.

Freedom as to attendance at religious instruction or religious worship in certain education institutions

- (1) No religious instruction shall be provided in any educational institution wholly maintained out of state funds.
- (2) Educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instruction shall be imparted in such institution.
- (3) No person attending any educational institution recognized by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person is a minor, his guardian has given his consent thereto.

16.2.5 Cultural and Educational Rights

Protection of interests of minorities

1. Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.
2. No citizen shall be denied admission into any educational institution maintained by the State or receiving and out of State funds on grounds only of religion, race, caste, language or any of them.

Right of minorities to establish and administer educational institutions

1. All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
 - (a) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause.
2. The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

Provision for free and compulsory education for children

The state shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years.

Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections

The state shall promote with special care the educational and economic interest of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

16.3 VIEWS OF EXPERTS TOWARDS HUMAN RIGHTS

Democracy, as Lincoln defined it, is a government of the people, for the people and by the people. It allows every citizen some basic human rights to pursue his career, express his views and pursue his happiness. Thomas Jefferson remarks, "we hold these truths to be sacred and undeniable; that all men are created equal and independent, that from that equal creation they derive rights inherent and undeniable, among which are the preservation of life and liberty, and the pursuit of happiness."

Basic human rights have been the corner-stone of every civilized society and democratic set-up for centuries, through it is only during the past one or two decades that there is so much talking about them in the national and international fora. How these rights are respected in a democratic country is evident from the remark of a British M.P. who felt quite offended by the words of an opponent: "I absolutely disagree with the gentleman but I will defend until my death his right to say so."

Thus the people who do not enjoy such rights and liberties are scarcely better than slaves. Abraham Lincoln opposed slavery system in America and put efforts to abolish slavery system. He was of the view: "Just as I would not like to be a slave, so I would not like to be a master."

Keeping this fact in view, the United Nations General Assembly came out with its historic Universal Declaration of Human Rights on December 10, 1949

and expected these rights to be respected and honoured by all member states. The preamble of Universal Declaration of Human Rights reads as:

“The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all people and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.”

The basic human rights enshrined in the Universal Declaration are the foundation of justice, peace and freedom in the world and the recognition of the individual's dignity and equality with his fellow citizens. According to this declaration, every human being has a right to lead a life of dignity and respect. He is free to follow any political ideology; and to express it freely in speech and writing. He is free to choose his trade or profession and to realize his potential through hard and honest means. He has a right to food, health, shelter and other basic necessities of life.

India, like other countries of the world, is a signatory to the Universal Declaration of Human Rights. It is, perhaps, because of this reason that Part III of our Indian Constitution covers 24 articles (Article 12 to 35) and deals with the Fundamental Rights of Indian Citizen. In fact, this Part III of Indian Constitution is also known as Indian Declaration of Human Rights. These Fundamentals Rights are –

- (i) Right to Equality (Art. 14 to 18)
- (ii) Right to Freedom (Art. 19 to 22)
- (iii) Right against Exploitation (Art. 23 to 24)
- (iv) Right to Freedom of Religion (Art. 25 to 28)
- (v) Cultural & Educational Rights (Art. 29 to 30)

(vi) Right to Property (Art. 31)

The right to property has now ceased to be a Fundamental Rights, with the passing of the 44th Amendment Act 1978 (with effect from 20.06.1979). Right now, it is only a legal right.

These Fundamental Rights are justifiable, which means, in case of encroachment of these rights by the State, the citizen has the right to move the Supreme Court. The judiciary has the power of interpreting the Fundamental Rights. The Rights, however, are absolute and can be curtailed during an emergency.

Besides Human Rights, the inclusion of Directive Principles, Fundamental Duties, Fundamental Rights in Indian Constitution strengthen the continuous guard and vigil of Human Rights Administration.

In an interview given in December 1991, the then Prime Minister, Shri Narsimha Rao said that India's commitment to basic human rights is well-known. This has been followed by the establishment of National Human Rights Commission (NHRC).

Several steps have been taken to protect human rights. To enforce the Universal Declaration of Human Rights from the National Governments, the assembly of United States were asked to prepare two covenants in 1951 and with several years, efforts, these were accepted and implemented on 16th December 1966.

(i) Covenants of Citizen and Political Rights, 1966

It includes mainly citizen and political things of the declaration of 1948 but there were some additions also.

- (1) Right to property.
- (2) To take shelter in any other country due to suppression.

- (3) Right to nationality.
- (4) Right to self-decision.
- (5) Right to humanization during attest
- (6) Right to have legal protection etc.

(ii) Covenants for Economic, Social and Cultural Rights, 1966

It deals with many economically, social and cultural rights and also includes measures to implement it.

(iii) Covenants of Civil and Political Rights, 1966

It deals with the reorganization of the Human Rights Committee which investigates the violations of these rights.

Declaration of 1948 and Oath of 1966 has a great importance and they are also termed as **“International Bill of Human Rights”**

National Human Rights Commission (NHRC) has been activated during the last few years and it is raising a voice against violations of human rights. The recent example of Taj Heritage Project is the victory of NHRC. The NHRC has also forced. The Government to shift factories and industries far away from residential areas in Delhi and other cities.

16.4 CHECK YOUR PROGRESS

1. Define Human Rights.
2. What is preamble?
3. Describe our sixth right?